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ABSTRACT

This program was developed and implemented to deal with the high percentage of Title I parents who lacked involvement with children's educational process. Problems were addressed by the implementation of a quality parental involvement program. Twenty-five elementary school Title I parents with no previous contact with the target site served as members of the target group. The objectives were (1) to improve parent involvement at the target school to 75%; (2) to increase parent involvement with children's education by 50%; and (3) to improve parents' comfort level at the target school to 75%. Three parent workshops were conducted to improve the relationship between home and school. The program included numerous activities for improving parental involvement: (1) parents-kids-computers theme meetings; (2) parent-child activities; and (3) parent education classes. Other strategies were (1) creating parent liaisons; (2) setting up convenient times and places for workshops; (3) providing transportation; (4) providing child care; and (5) overcoming language barriers. All practicum objectives were successfully met by improving parental involvement. Results were measured by comparing pre- and post-parent involvement surveys. The appendix includes parent surveys, practicum information letters, newsletters, workshop invitations, and handouts. (Contains 32 references.) (Author/BGC)

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REACHING THE UNREACHABLE PARENT THROUGH AN EXTENSIVE TITLE I PARENT INVOLVEMENT PROGRAM

by
Linda Williams Laye

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A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

December/1995

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Abstract

Reaching The Unreachable Parent Through An Extensive Title I Parental Involvement Program.
Laye, Linda W., 1995. Practicum Report, Nova University, Abraham S. Fischler Center For the Advancement of Education.
Descriptors: Educational Leadership/Parental Involvement/ Parent Workshop/ Home-School Collaboration/ Parent-Child Activities/ Learning Styles/ Home Computers/Parent Resource Centers/Parent Liaisons/Parent Volunteers/School Socials.

The program was developed and implemented to improve the high percentage of Title I parents who lacked involvement with children's educational process. Problems were addressed by the implementation of a quality parental involvement program. Twenty-five elementary school Title I parents with no previous contact with the target site served as members of the target group. The objectives for this program were to improve parent involvement at the target school to 75 percent, increase parent involvement with children's education by 50 percent and to improve parent's comfort level at the target school to 75 percent. The program incorporated several strategies for improving parental involvement. Three parent workshops were conducted to improve relations with the home and school. The program included numerous strategies for improving parental involvement: parents-kids-computers, parent-child activities, parent education classes. Other strategies addressed: parent liaisons, convenient time of workshops, location of workshops, transportation, child care problems, and language barriers. All practicum objectives were successfully met by improving parental involvement at the target school. Results were measured by comparing pre and post parent involvement surveys. Appendices included: parent surveys, practicum information letters, informative monthly newsletters, invitations to workshops, and workshop handouts.

Authorship Statement/Document release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Linda W. Lane
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Practicum Title: Reaching The Unreachable Parent Through An Extensive Title I Parent Involvement Program

Student's Name: Linda Williams Laye

Program Site: Tampa, Florida

Observer's Name: Mary Metheny Mary Metheny
(please print----------signature)

Observer's position Department Chairperson Phone# (941) 453-3960

Observer's comment on impact of the project (handwritten):

The practicum program involved those Title I parents who had never been to school. Three parent workshops helped parents gain the knowledge to help their children with school activities. Other strategies such as monthly newsletters, invitations, and personal contacts were instrumental to bring about a successful program. Parents seemed to enjoy the social time before each workshop and families spent quality time together.

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CHAPTER I

Purpose

Background

The target site for the practicum was an elementary school serving students in grades kindergarten through five. The school was located in an isolated rural setting where citrus and livestock production are the mainstays of the economy. The community's socioeconomic status ranged from low to upper income class. The target school's population was comprised of 830 students compared to an average of 600 students for other schools in the district. A large migrant population was included in the target site's student body. Of these students, 604 were White, 175 were Black, 37 were Hispanic, nine were Asian, and five were Indian. The school provided 54.2 percent of the student population with free or reduced lunches. Because there was no neighborhood adjacent to the campus, all students were transported by car or bus.

Daily attendance was ninety-four percent. Records showed two percent of the student body were absent for 21 days or more in the given school year. Average enrollment in regular academic classes was 26 students, slightly larger than the district's 24 students per class. The target school also offered Exceptional Student Education, including full and part time Specific Learning Disabilities (SLD), Educatable Mentally

Handicapped (EMH), Emotional Handicapped (EH), Profound Handicapped (PH), and Gifted programs.

Instructional staff at the target school included a principal, an assistant principal, two guidance counselors, one media specialist, one music teacher, one physical education teacher, one English Speakers of Other Languages teacher, seven exceptional student teachers, two Title I resource teachers, and 34 regular classroom teachers. At the time of the practicum all teachers were teaching in field. Forty-eight percent of the instructional staff had 10 or more years experience and thirty percent of staff members had a Master's Degree or higher. A bookkeeper, two secretaries, a data processor, a registered nurse, a nurse assistant, six cafeteria cooks, a plant operator, four custodians, and 15 paraprofessionals made up the non-instructional staff. The school also housed an after school day care program staffed with five workers.

Teachers at the target school had a vast array of instructional materials, therefore, teachers employed a wide variety of instructional strategies to meet student needs. Although students had a heterogeneous homeroom, instructional groups were fluid to allow progress at student's own pace. As a result, only 27 students were retained or administratively placed in the 1994-1995 school year.

The school was strongly supported by the community and the Parent Teacher Organization (PTO). During the 1994-95 school year the PTO had an active membership of approximately 85 percent of the entire parent population. The faculty supported the organization equally with

95 percent membership. The PTO was active in providing playground equipment, computer software, and classroom materials for teachers. Two annual fund-raisers provided the organization with funds for the target school.

The author has taught at the target school since the facility's inception in 1990. The educator has taught in grades kindergarten through five, teaching all subjects and content areas. During the practicum the author was a Title I resource teacher. Duties at the target school included: identifying Title I participants, record keeping, scheduling classes, conferencing with paraprofessionals about duties in the classroom, writing weekly objectives and lesson plans, and monitoring paraprofessional activities in the classroom. The educator also served on the open house committee, the technology committee, and the School Improvement Team (SIT).

After reviewing parent involvement attendance records of Title I parents at the target school, it was evident that parents of Title I students lacked school involvement at the target school. Therefore, a parent education program to help Title I parents to get involved and to "get to know" children's educational environment needed to be implemented at the target school.

Problem Statement

Blueprint 2000 charges schools with the task of involving parents in children's educational process. Moreover, Section 1118 of the Title I federal guidelines states that "schools must involve parents in the

educational process." The problem at the target site was a lack of Title I parental involvement despite numerous invitations from the school.

The author examined the minutes of the previous year's attendance of Title I parents at Parent Teacher Organization (PTO) meetings. According to attendance records of these meetings only three Title I families were represented.

Teachers reported to the author through informal interviews that records indicated at the last parent-teacher conferences only ten Title I parents attended. Of these in attendance, eight represented children in the primary grades, while two intermediate student's families attended the conferences. Teachers also disclosed to the author that only 50 percent of Title I student returned a signed report card.

Volunteer books at the target school further revealed that Title I parents lacked classroom involvement by 20:1. Volunteers at the target school tackle many jobs. Many parents at the target school volunteered time in the classroom by helping the teacher with materials, projects, or tutorials while other parents enjoyed working in the media center, school office, or the cafeteria.

These recorded discrepancies of a lack of participation at PTO meetings, parent-teacher conferences, returning report card acknowledgements and volunteering in the classroom indicated a problem with Title I parents at the target school. Therefore, these problems were used as a basis to improve parental involvement at the target school.

Other possible problems conveyed to the author by school staff was that Title I parents did not receive sufficient advance notice of meetings or conferences at school. Teachers also indicated that parents may have lacked adequate information about upcoming events at the school.

This problem confronting school personnel was that teaching parents how to be involved in children's education was not in the district curriculum guide. While having parents in the school should be a commonplace occurrence rather than a rarity, both parents and teachers must be comfortable when parents want to be active participants in the decisions affecting children's education.

A parent involvement pre-survey in English (Appendix A:47) and Spanish (Appendix B:49) was given out to 150 Title I parents. One hundred surveys were completed and returned. Of those returned, 50 percent of parents had active involvement at the target school. For example, coming to school for awards or school programs and parent teacher conferences. Twenty-five percent of parents indicated limited involvement at the target school by coming to school to pick up children after school or when the child was ill, and 25 percent of parents answered that they had never been to school or had any involvement in children's education. Informal interviews with this group's children confirmed this figure. The principal at the target school also verified that records through the School Improvement Team and observations supported this number.

Therefore, the 25 parents who had never been to school was identified as the target group.

Of the 25 percent of parents who had never been to school, 90 percent of the parents felt uncomfortable and unwelcomed at the target school. Ninety-five percent of those surveyed indicated a lack of confidence for being involved with children's education and was interested in knowing more about computers and activities for helping children at home with school work. Forty percent of parents indicated that child care, transportation, and scheduling was a factor from being involved at the target school. Two parents indicated language barriers as an obstacle for not being involved with the target school and children's education.

Therefore, the author's reaction to these problems was to design a practicum program to promote the involvement of those 25 "unreachable" Title I parents who had never been to the target school and lacked involvement in children's education.

Although having 100 percent of the target group of Title I parents involved in children's education was preferable, the goal was unfeasible for a 12 week practicum. A more realistic objective for this program was 75 percent of the target group of parents to be involved in children's education. A discrepancy of 75 percent existed between the present status of parental involvement by the target group and the desired level of involvement.

Outcome Objectives

At the completion of the implementation period, the author hoped to achieve the following objectives with the target group of 25 "unreachable" parents.

1. Over the 12 week practicum period, 19 of the 25 targeted parents will show increased involvement at the target school to 75 percent as measured by a comparison of data collected from an author constructed parent involvement pre-survey (Appendix A:47; Appendix B:49) and post survey (Appendix R:138-140).

2. Over the 12 week implementation period, 19 of the 25 parents will be confident helping children with school activities to 50 percent as measured by a comparison of data collected from an author constructed parent involvement pre-survey (Appendix A:47; Appendix B:49) and post survey (Appendix R:138-140).

3. Over the 12 week practicum period, 19 of the 25 targeted parents will report that they feel comfortable and welcomed at the target school to 75 percent as measured by a comparison of data collected from an author constructed parent involvement pre-survey (Appendix A:47; Appendix B:49) and post-survey (Appendix R:138-140).

CHAPTER II

RESEARCH and SOLUTION STRATEGY

The writer conducted a computer search and accessed information from the Education Resource Information Center known as ERIC. In addition to sources found in ERIC, other articles, journals, and books were found at the community college library; along with information from colleagues and consultants.

The author of this report established a definition for the "unreachable" family as those who had not inaugurated contact with the school. This definition as stated by Tangri and Moles (1987), is the parent who has the same goals as other parents, but for unknown factors has never been to school.

According to a 1992 study by the New York Board of Education, parent involvement is a must for all schools to survive. Research studies progressively reported that when school doors are opened to parents, families harvest the benefits (Henderson, 1988; Edwards and Jones-Young, 1992; Henning-Stout and Goode, 1986:73)

> The success of parent involvement efforts has been measured by assessing effects on parent attitudes, I. Q. gains, self-concept and achievement scores, and school-community interaction. Positive relationships between each of these outcomes measures and parent involvement have been demonstrated.

Richard Riley, U. S. Secretary of Education, has proposed a Family Involvement Partnership. The Secretary's report, *Strong Families,*

Strong Schools, (1995:4) supported the effort to improve family involvement by reviewing research conducted over the past 30 years that showed the importance of involving parents in children's education. "Greater family involvement is crucial if our students are to learn more, to achieve higher academic standards, and to succeed in a world that might otherwise pass them by."

Epstein (1987:20) furthermore stated that:

> The evidence is clear that parental encouragement, activities, and interest at home and participation in school and classroom activities affects children's achievements, attitudes, and desires. Students also gain in personal and academic development when families accentuate on schooling.

According to Martin and Waltman-Greenwood (1995), when parents become more supportive and involved in school, several things happen: student achievement is higher, students earn better grades, and students have better long-term academic accomplishments. Moreover, student attendance is higher, and student attitudes such as behavior, self-esteem and self concepts are improved. However, if parents are going to be active members of the educational process a mutual respect must be present between the school community and the families it serves.

Even respected businesses have taken an interest in parent involvement. For example, Nabisco has provided endowments up to $250,000 for the betterment of education (Szabo, 1991). Chevron has

granted over $9,000,000 to incorporate families in an outreach program (Foltz, 1990). Companies such as Aetna Life and Casualty have spent up to $2,000,000 in support of family involvement projects like Saturday Academy that helps at risk students and parents (Ramsey, 1992). Other companies offered parents flextime or job-sharing to give workers greater opportunities to visit school. The U. S. Department of Education (1995:4) reported:

> Business people have long recognized the importance of these activities; 70 percent believe that encouraging parental involvement is the most effective way to improve education.

Through research and investigation over the past several years, researchers have found that parents have many roles in children's education. Henderson, Marburger, and Ooms (1986) and Dato (1995) agreed that parents' roles can be classified into five categories of involvement:

1. Parents as Teachers: Those parents who provided student learning by becoming active participates in home tutoring, monitoring family activities and setting goals for children.

2. Parents as Learners: Those parents who have partaken in parenting skills workshops, academic classes such as working toward a GED of other high school equivalent, seeking information about community services and rights and responsibilities as parents. Children are rewarded through the support parents acquire.

3. Parents as Advocates: Those parents who had the opportunity to become involved in the day-to-day employment of the education facility have better knowledge of the way local, state, and federal school agencies work.

4. Parents as Decision-Makers: Those parents who have become partners with the school and shared in the decisions that effected the school and the students.

5. Parents as Supporters: Those parents who have active involvement with the school and joined the PTO or other parent groups, supported fund-raising activities, attended school programs and initiated activities that benefited the school and the students.

Parents as Teachers

To involve parents in the education system today, educators must look at the family, the home, and the school. If educators are going to accomplish the task of involving parents in children's education, parents need to know how to be involved. According to Armstrong (1987), Trelease, a noted psychologist, suggested that children learn from a very early age by setting on the lap of a trustworthy adult and listening to stories, playing games or talking to one another. The home as a "classroom" is a prime place to share new possibilities and teach new skills. Armstrong also suggested that when a child sees the parent learning new things, this allows the child to explore, experience and face challenges without fear and frustration. Moreover, educators must challenge families to know the roles as children's first teachers.

Other researchers agreed. Walber, as indicated by Instructor

(1986:12), found that "the curriculum of the home" affected academic performance twice as much as the family's economic condition. The reason is evident, children are at school less than 15 percent of the time, while approximately 85 percent is spent under parental authority.

Parents as Learners

To provide parents with the knowledge to become involved with children, educators must first realize that some of these parents lack the resources and knowledge to help children achieve in school. For example, parents who live in poverty may lack the basic skills to help children. Therefore, schools must be a resource to teach parents how to become involved with the school and the importance of education.

There are several aspects to the role as parents as learners: educating parents in academic areas, advising parents of school policies and the school mission, enhancing parenting skills, training parents how to talk with children at home, and how to help children at home with school work. The school is an essential part of parent's learning. The school needs to be a resource center to parents as well as an educational center for students. These skills should be taught in an ongoing manner for all parents to continue learning.

Parents as Advocates

Parents are natural advocates for children, so it's reasonable to think that parents should be intricate figures at school. According to Henderson, Marburger, and Ooms (1986) parents in this role gain real power-sharing with the school when parents are elected to school

advisory committees or governing boards. Parents in this position have the insight of children's education and give a parents point of view. Pantiel as stated by Morrison (1994) believes that parents need to take an active role by attending school board meetings and meeting yearly with the principal. This involves the parent in the educational process and promotes greater student success .

Parents as Decision-Makers

The author has observed this process of sharing school decision-making with parents. For example, schools have invested parents to be members of the school advisory or school improvement board. Along with teachers and community members, parents now make decisions effecting the school and the students. Title I and special education areas have insured that parents have a "say so" in the educational process. According to Macfarlane (1995:5) new federal guidelines for Title I demand that parents be involved with the "formation or process of any school review or improvement." Involving parents in this role gives parents an expressive way to becoming involved with the educational process.

Parents as Supporters

Parents that are supporters have a long tradition of being a supporter with the classroom. Traditionally, parents served as "classroom parents" organizing class parties, field trips or organizing help through the telephone (Henderson, Marburger and Ooms, 1986:7) Parents also have organized the PTO or other parent organization.

Being members of this group affords the parent with a voice in speaking up for children. These organizations provide the school with funds that might otherwise be forgotten. In today's world of unemotional and sometimes passive communities, parents welcome information and advise when parents offer sensible solutions to problems. Involved parents as supporters is the most lucrative form of parent involvement .

Educators unfortunately have inherited a myth that because parents do not visit the educational facility, they do not care about the educational process for children. Macfarlane (1995), stated that understanding why many people are reluctant to become involved in school-related activities is the first step toward overcoming barriers in developing a beneficial home-school partnership. Problems facing parents in today's society, are obstacles that the educational system must define before bringing about a sound parental involvement program. . These obstacles include:

1. Feeling uncomfortable in the educational setting
2. Transportation problems
3. Child care concerns
4. Busy schedules
5. Lacking confidence to help children with school work
6. Language barriers

Feeling Uncomfortable in the Educational Setting

If school personnel want to feel comfortable with parents they must make parents feel welcomed at school. "When parents feel comfortable at school, children and faculty benefit together and parents will return." Pipon (1995). Schools must become places that families feel welcomed. Geiger, president of the National Education Association, has stated, in *Strong Families, Strong Schools* (1995:13), "The sad fact is that in many instances parents don't feel we welcome them at school." Epstein (1991), however, stressed that families that are welcomed by the school and show parents how to improve learning at home are more inclined to have greater support from parents. Therefore, it's essential for parents to make a strong bond with the school to insure children's academic success. Comer (1988), however suggested, many parents have had bad experiences at school as children or have inferior feelings because of a lack of education. Therefore, school and education is not a priority. A place other than school might be considered for meetings. For instance, a church, library, or a community center could be recommended for parent meetings. Consider persons other than school personnel such as ministers or community leaders to facilitate meetings. Also, consider an "involved" parent as an intermediary. As a liaison, the "involved" parent could promote the school and share reasons to be an active parental member in children's education. The Parents As Teachers (PAT) program in Missouri featured home visits by a parent liaison who discussed activities, meetings, and workshops at the school.

These parent liaisons have helped improve parent information about the school and have been a parent resource for special needs parents (Goodson, Swartz, & Millsap, 1991).

Transportation Problems

Some people may not come to school because of problems related to transportation. The parent might not have a car or access to public transportation. The family budget may not allow for "optional transportation". Free transportation can encourage low-income families to attend school functions. Using school buses or purchasing bus tickets also will bring parents to school. Car pooling and shared rides may also be a possible remedy for this difficulty. Although there is not a single solution, this problem according to Tangri and Moles (1987) can be resolved relatively easy.

Child Care Concerns

One of the greatest problems that faces parents from coming to school is a lack of adequate child care for younger children. This situation can be remedied by recruiting volunteers to serve as "sitters" for the evening. Hiring child care workers, if funding is available, is another option. This experience will be rewarding and beneficial to these volunteers and to the group of parents in need of the help. Pipon (1995), stated, "Progress is working together: When families and school work together for the same goals everyone benefits."

Busy Schedules

With the entrance of the two-breadwinner family, parents are

faced with overwhelming busy schedules that may lack the time for parental involvement at school. The U. S. Department of Education reported that perhaps it's not surprising that 66 percent of working parents with school aged children do not have enough time for their children. This group stated by Macfarlane (1995), includes single parents; however many know the importance of "quality time" and are excited to share in their children's activities. These parents might benefit from *The Parent Sharing Books* program (Family Literacy Center). The program is designed to show people how to use time wisely and to foster learning and family relations. Having meetings at different times can accommodate parents who otherwise could not attend. An early breakfast family meeting could encourage many mothers and fathers to attend. A noon luncheon may be rewarding for parents with limited time to spare. Using a creative system will generate more participation and parental success.

Lacking Confidence to Help Children With School Work

Lacking the skills to help children at home can be frustration for parents as well as children. According to the National Commission on Children (1991), many parents today are uncertain how to help children with learning. In the past, parents looked to the school to be the sole provider of academic education. This is not so in today's world where parents are needed as much as educators. Yet many parents would be willing to spend more time with school work and school activities with children if they had more guidance (Epstein, 1991). Parents are

"twenty-four hour-a-day teachers," but until the last decade parents felt unqualified to be involved in children's lives at school (Miller,1991). In most societies, education takes place in the home atmosphere and from the early stages in a child's life, older people model the learning process (Gardner, 1991). This process comes from direct observation which is passed from generation to generation. Also, Gardner stressed that maintaining high education standards is the key to a society's success. The National Parent-Teacher Association published conclusive evidence of parent involvement:

> Students learn more when parents are involved. Involvement gives parents greater clout. Parents approve of schools in which they are involved. Parents share accountability for their child's learning when they are involved.

As a result, parents are encouraged to be a beneficial part of children's education. For example, Martz (1992) stipulated that when children do better in school, parents have taken an active interest in children's schooling. Even a complicated concept like multiple intelligences (Gardner, 1983,1991; Armstrong, 1987) can be made understandable for parents to learn children's learning style.

Technology can also connect parents to the classroom (D'Angelo, 1991). New York City teachers have operated a homework hotline for several years. Computer messages and activities on the telephone line have proved a valuable tool for parent involvement especially to parents who do not read. Hill, stated by The U. S. Department of Education (1995) has expressed opinion that computers have also enhanced

children's academic performance and brings parents and schools together. The Buddy System Project in Indiana is a program that is putting a computer in homes of school aged children. This program ensures access to many resources for children and parents. The program evaluation during the 1994-95 school year confirmed scores and benefits for the participates.

Another innovative program is the Partners in Learning Project (Fullerton, 1995). This program was started as a way to extend the learning environment at home and entitle families to contribute to children's educational success. The Partners in Learning Project empowered the take home computer. Reading and math incorporated basic and higher levels of learning. "As the computers went home, the family began to value education" this statement according to Fullerton (1995:19) is the consensus among all schools who are involved in this program.

In Indianapolis, Indiana, the deputy superintendent, with the help of a dedicated team created the Be Excited About Reading program (BEAR) that asked parents to read with students at home. The BELL program (Begin Educating Little Learners) stressed the importance of reading aloud to children. The program also urged parents to make educational toys out of household items Martz (1992).

Parent activities for helping children at home needn't be difficult or frustration. Showing parents how to make simple activities through step-by-step instruction helps to support and encourage children at

home. Parents can also practice activities with children as exercises are being explained. For example, picture books can be used to make up stories by both parent and child. Listening to audio books and discussing the story is a valuable practice for both partners. ERIC/EDINFO Press provides an excellent series of audio tapes and books titled *Parents and Children Together.* This series is based on 30 different topics and supplies each tape with suggestions for parent activities. Giving parents ideas and encouragement helps relieve the stress that occurs when feeling uneasy about helping children at home.

Language Barriers

Children that are being educated in the United States today come from diverse cultures. Many immigrant families that come into the Country neither speak or understand English. This language problem may be especially hard on low-income families who are uneducated. Educators should not suggest that people who are not articulate in English do not care about children's education. In fact, Rioux and Berla (1994), noted that people who spoke languages other than English thought helping their children at school was a strong motivator to become involved in the school and community. When parents come to school whose native language is other than English, a translator needs to be present not only for the parent, but for the educator as well. This will make both parties feel more at ease. Establishing this comfort level can insure the return of the parent to the educational facility. Parents in Touch (PIT) , is another successful program that utilized a parent center

as a resource for parenting skills and skills to help children with academics. Teachers and parents are involved in monthly workshops and social events. In addition, the school has hired a community liaison to help with the recruitment of parents, as well as a defense for negative feeling about the school. Liontos (1992) cited a program designed to focus on parents with limited control of the English language. The McAllen project was design with funds from Chapter I and concentrates on broadening family involvement. The project targeted three major activities: parent education programs, helping children at home with academics, and participation in parent/teacher organizations. Staff members involved in the project provided school handbook in both English and Spanish versions. The district assessed that nearly 99 percent of parents had some kind of involvement at school. The staff is working to reach the other one percent and to continue to improve the program.

Parent involvement is critical in this age of diversity. In order for the American school system to survive, parents must take an active interest in all children. School personnel no longer can be considered the only educators of children. Families must take the initiative to become a part of the learning process.

Seely, a noted researcher, as stated by Dato (1995:2), emphasized that educators must use all media available to involve parents and gain support. Many successful schools that developed parent programs do many things other

schools have tried, but implement the program more intensively:

> Newsletters in various languages, neighborhood communication networks, parent breakfasts, parent rooms with parent-initiated activities, joint learning activities, workshops for parents; but the difference is that these schools do more of these thing, more persistently because they are operating on a different model of schooling in which parent involvement is a necessity and the school is seen as a collaborative community learning center.

Planning and developing a valuable parental involvement program is essential to any school district. Therefore, the author used the research and ideas of other educators to implement a rewarding program for the parents, the school, the teachers, and most of all the children.

Solution Strategy

After researching a variety of techniques to increase parental involvement at the target school, the practicum writer elected to incorporate the following areas as established solution strategies and roles of the targeted parents:

1. Innovative ways were used to remove involvement barriers so that parents were comfortable at the target school. Major obstacles were elleaviated by using organization skills to solicit volunteers to translate English into Spanish, use volunteers as child care sitters and transport parents to the target site, and to plan activities at the school at different times. A "social hour" was established before each workshop to bring about a comfortable, non-intimidating rapport between parents, students, and school staff. School staff served refreshments and games

were played before each meeting. Door prizes were also given out as tokens of welcoming parents to school. Informative newsletters were delivered at the beginning of each month notifying parents in advance of upcoming meetings, workshops and activities held at the target school. Telephone calls to inform parents of upcoming events at school were made by the author and/or the designated liaison for that parent to extend a welcome from the school and to let the parent know how much parents were valued. Home visits were made by a parent liaison. These parents routinely visited families in the neighborhood, building a bond between home and school. Personal contacts, especially from people in the community, were important to encourage "unreachable" families to participate at the target school. Utilizing these activities brought a camaraderie between parents and school staff, therefore, relieving fears and negative conceptions of the school.

2. Three informative workshops were conducted to put the parent in the role of the learner. Workshops of this nature had not been offered before at the target school. Teachers suggested topics for the workshops established from the parent survey and informal interviews with parents. The workshops were scheduled at different times for all parents to attend. The workshops presented showed parents how students learn and ways to help students at home with school activities.

3. Parents in the role of teacher was established by utilizing creative ideas and activities for parents to use with children at home.

Activity instruction was simple and inexpensive. Parents greeted this new found relationship with pride and accomplishment.

A $500.00 budget was provided through Title I for parent involvement. Although funding was not an obstacle, parent activities were kept modest because of parent situations. Other strategies were selected because of available resources and time limits. While all the research material mentioned in this document were excellent solution strategies, the author took form the talents and research studies that offered maximum results. Even though other strategies were respected, the above strategies were considered the most important.

These solution strategies improved parental attitudes toward the site school and staff. Parent awareness and involvement of children's school activities were also increased. Moreover, parents felt welcomed at the target school and through parent skills, parent confidence was elevated to higher standards.

Chapter III

Method

The author of this paper consulted with the district coordinator, principal, teachers, and parents in preparation of the practicum implementation. During this time several suggestions and recommendations were given in order to make this practicum implementation a success. The implementation period lasted 12 weeks. WEEK ONE: The author sent letters home to the 25 "unreachable" parents (Appendix C:51; Appendix D:53). The author explained in the correspondence the purpose of the practicum implementation and the workshops to be offered to involve parents in children's education. With the solicitation of two parent liaisons, home visits were made to encourage parents to become involved in the practicum implementation. Two parents were very apprehensive to sign the involvement letters because they thought the author would receive support check. Thanks to the parent liaisons, informal interviews convinced the parents that the practicum was for parent involvement only and that the practicum implementation would be an enjoyable and educational experience. The parent liaisons also discovered various interests, ideas, and needs of the target group. As a result, all 25 of the targeted parents signed the involvement letters.

The author invited the district's technology specialist to facilitate the first parent workshop. The specialist asked that several handouts

be made for parents to better understand the workings of the computer and the software that was given to each family to take home. All computer handouts (Appendix E:55-57) were made by the author and ready for the workshop.

WEEK TWO: The first newsletter (Appendix F:59) was sent to the English speaking targeted parents, via the U. S. Postal Service. Spanish newsletters were delivered by parent volunteers who translated information in detail. The rational was to assure that parents received the newsletter and that parents were given advance notice of upcoming events, meetings, and workshops at the target school. Included with the newsletter was a booklet (Appendix G:61-64) with helpful hints regarding parent-teacher conferences to be held latter in the month.

The author prepared for the first parent workshop. For a successful workshop, it was imperative to have transportation, child care, and translators available for those parents who indicated a need of these services. Therefore, the author with the help of the two parent liaisons called all the targeted parent. Throught informal interviews, the author was able to establish that five parents would need transportation, 10 parents would need child care services and two parents would need a translator.

Transportation schedules developed easily with the help of the Title I district coordinator. The author was able to attain the use of the mini bus to transport parents to and from the workshop. With the help of a volunteer who had the approved bus license, parents were able to

be transported without major difficulty. The author created a bus schedule for those parents requesting transportation.

Child care was more of a problem. Although, several volunteers had promised to help, a conflicting meeting had arose for many of the providers on the night of the workshop. Therefore, the author called one of the local child care center's directors. Through an informal discussion, the director agreed to send two teachers to care for the children at the workshop.

Translators were invited from the district office. With the help of the district's Title I resource teacher, the author was able to acquire two volunteer translators. This was ideal because only two parents had indicated that translation was needed.

Week Three: Several days before the workshop, the author met with the parent liaisons. Three things were discussed: parent visits, parent telephone calls, and parent feelings. The author wanted the targeted parents to feel comfortable and welcomed. The parent liaisons suggested that staff members serve refreshments during the social time and play Bingo along with parents. Therefore, the author solicited several staff members to serve refreshments at the computer workshop. Attitudes of the selected staff members were positive and favorable.

The author and parent liaisons made several telephone calls and home visits to remind parents of the computer workshop. Bus schedules and child care information were given to parents who were in need of these services. In addition, the children made invitations

(Appendix H:66) reminding parents of the workshop. A sign on the school marquee furthermore extended the invitation to the workshop to parents.

Week Four: The writer sponsored a technology/take home computer workshop. The topic "Parents, Kids, and Computers" (Appendix E:55-57) was presented as a results of parent needs according to the parent involvement pre-survey (Appendix A:47; Appendix B:49). Parents were given an over view of today's world of technology. Included in the discussion were computers, modems, software, and the Internet. A "social time" began the workshop with staff members serving refreshments and playing Bingo with parents. Door prizes collected form area businesses were also given out to parents. Attendance records were maintained through sign in sheets. At the conclusion of the workshop, parents asked enthusiastic questions and requested other workshops of this nature. Parenting skills regarding parent-teacher conferences were also discusses. Parents expressed positive feedback toward the booklet (Appendix G:61-64) sent home with the monthly newsletter, and many parents indicated that they would attend conference nights.

Week Five: The monthly newsletter was sent home to inform parents of upcoming events (Appendix I:68). The Parent Resource Center opened its doors with an Open House. Parents were invited (Appendix J:71) to visit the Parent Resource Center located in the school library. The center offered parents an abundance of resource materials from parenting and

social skills, to home activities, games, and self improvement information. In addition, the PTO had a representative to give out information about the organization and the involvement in annual fund raisers. Those who attended had an opportunity to win gifts donated by several area businesses by coming into the center and registering.

Week Six: The author met with parent liaisons, teachers, and volunteers to discuss the second parent involvement workshop. Teachers made suggestions for the "make and take" workshop. Home visits were made by parent liaisons to invite the target parents to the next workshop. In addition, the author made personal telephone calls to encourage parents to attend and to be involved with children's activities. Through informal discussions over the telephone, the author informed parents that children and parents would be involved together at the workshop and, child care would available for younger children. Transportation problems were also solved through telephone calls. A car pool system was set up through several parents in the same neighborhood. The author solicited several colleagues to help make bags of materials for parent at the workshop to use and then take home.

Home-school backpack were made for students of targeted parents to take home. In the backpacks were five activities for parents and children to work on at home. Each day the child had a new activity to accomplish with the parent. Each backpack included a Walkman to listen to recorded books and a reading activity was included for reinforcement of the book. Math activities, puzzles and art projects were also

incorporated into the backpacks for home use. When the backpack was returned and all the activities completed, students receive a coupon for a pizza party that were donated by a local pizza parlour.

Week seven: Several days before the workshop, invitations (Appendix K:73) were made by students to remind parents of the workshop. Child care workers and car pool drivers were contacted to finalize plans for child care and transportation to the workshop. The author promoted a "make and take" workshop for parents to become more confident in working with children at home. The topic: "How to Make Books with Children" was presented by the author in response to parent discussion. Parents were given a handout (Appendix L:75-87) by Evans and Moore (1985). This handout showed parents how to make different kinds of books with children and how to make books inexpensively by using plain construction paper. The author demonstrated how to make several books. Parents and children made books to share with the group and to take home to use. In addition, several activities for reading were suggested for parents and children to work on at home together (Appendix M:89-98). The "social time" before the workshop harmonized the evening with school staff serving refreshments and offering innovative ideas about school activities. Games were used as icebreakers to involve parents and staff. Door prizes were given out by lottery in addition to coupons for cookies to those students in attendance. Attendance records were maintained through sign in sheets. At the end of the workshop, the author socialized with the targeted parents to gain

information about parent's feelings regarding the workshop. Positive feedback and enthusiastic responses from parents indicated to the author that the workshop was a success. Parents also indicated that a math workshop would be beneficial for parents in helping with homework and school activities. The author responded to parents that a workshop of this nature was planned later in the school year.

Week Eight: The author met with the parent liaisons to discuss the importance of the third parent involvement workshop. Many positive ideas were discussed and the parent liaisons were pleased with the outcomes of the previous workshops. The monthly newsletter was sent home to inform parents of future events at the target school (Appendix N:100). Parent translators visited Spanish families to translate the newsletter.

Week Nine: The author and the district resource teacher met to discuss strategies to be used at the "PETALS" Learning Styles workshop. Parent liaisons took the workshop letter to parents and to personally invited each parent to the target school (Appendix O:102). Through informal discussions with parents, the parent liaisons reported that several parents needed transportation and child care, and that two parents needed a translator.

Week Ten: The author finalized plans for the workshop. Parents in the car pool system were notified and schedules were completed. Teen-aged children of staff members volunteered to serve as child care providers and the district sponsored the translators. Refreshments were

made by the cafeteria staff, and door prizes were obtained by local business people. The author contacted all the target parents through personal telephone calls encouraging parents to come to the learning styles workshop and the importance of knowing the style in which children learn.

Week Eleven: A few days before the workshop the author gave children of the target parents a reminder to come to the workshop (Appendix P:104). Many staff members stressed a desire for the author to conduct a workshop for the faculty. The author along with the district Title I resource teacher facilitated the "PETALS" learning styles workshop (Hoppe and Savage, 1992). Parents were welcomed by school staff who volunteered to serve refreshments and help parents with the workshop handouts (Appendix Q:106-136). The "social time" was completed with games and door prizes. Badges were given to children in the child care room to redeem at the school store. Attendance was recorded through sign in sheets. Parents were asked to complete the questioner in the handout packet. The author discussed each of the learning styles and suggested ways that parents could help children at home. Many parents asked positive and enthusiastic questions regarding the way that children learn. The district resource teacher conducted the second half of the workshop discussing learning preferences of each learning style. Parents were eager to learn how to encourage and help children to succeed. At the conclusion of the meeting, parents wanted to be involved in another workshop of this caliber. Parents were excited to

know more about learning styles. The author expressed that another workshop would be conducted later in the school year.

Week Twelve: Parent involvement post surveys (Appendix R:138-140) were distributed to parents by parent liaisons. Parent translators helped Spanish speaking parent to complete the post survey. Data was gathered and tabulated for the results of the implementation period. The author met with the principal, teachers, and parent volunteers to discuss the effectiveness of the practicum program.

CHAPTER IV

Results

Objectives were evaluated by a comparative analysis of the parent involvement pre-survey (Appendix A:47; Appendix B:49) and responses indicated on parent post survey (Appendix R:138-140). The first objective stated that 19 of the 25 target parents would show increased involvement at the target school. The parent involvement pre-survey indicated that 50 percent of the Title I parents had been to school for school programs or parent-teacher conferences, 25 percent of Title I parents surveyed noted being at school to pick up ill children, and 25 percent of these surveyed indicated never being on school campus. These "unreachable" parents were used as the target group. Of the 25 parents who had never been to school, 90 percent surveyed lacked confidence to help children with school work. Affirmation of this was further expressed in the target group's responses to pre-survey questions 17, 18, and 19. The parent involvement pre-survey indicated parents would like to learn more about helping children with school work and know more about home activities. In addition, 90 percent of the targeted parents felt uncomfortable and not welcomed at the target site.

Data collected for the pre and post survey were reflected in an comparative analysis indicating a significant increase in parental involvement were measured (Appendix S:142) Post-survey questions

indicated that all of target parents attended the computer workshop, 22 of the target parents attended the" make and take" workshop, and 20 target parents attended the learning styles workshop raising total involvement of the target parents to 89.3 percent. In addition, the post survey indicated that 70 percent attended parent-teacher conferences, 55 percent of target parents joined the PTO and 50 percent have volunteered at the target school. The workshops were very successful due to interest of the target parents (Appendix T:144). Parenting skills incorporated at the workshops proved lucrative according to the post survey indicating 95 percent positive responses. The workshops also proved beneficial in raising confidence levels of parents helping children with school activities (Appendix U:146). Parents indicated that barriers which normally kept parents from coming to school were lifted. Ninety percent of the target parents indicated that having child care at the workshops helped parents come to school. Although not all parents used the child care services, parents were free of worry during the workshops. Eighty percent of the target parents expressed that providing transportation when needed was beneficial to the group. Two of the targeted parents needed a translator who translated at all the workshops and interpreted the post survey to the parents from English to Spanish. In addition, a parent liaison spoke Spanish breaking this barrier for these parents. Fifteen parents indicated to the author that more parenting workshops need to be conducted at the target school.

The second objective expressed that 19 of the 25 targeted parents

would increase confidence to help children with school work by 50 percent. Measurement of this objective was formulated by comparing the parent involvement pre-survey (Appendix A:47; Appendix B:49) given at the beginning of the practicum and the parent involvement post survey administered at the completion of the program (Appendix R:138-140). According to question eight on the post survey 21 of the 25 targeted parents revealed an increase in confidence to help children in school activities to 84 percent (Appendix V:148). Moreover, parents reported that 85 percent read at home with children and ninety percent of the children have used the After School story line. Furthermore, 95 percent of the targeted parents worked with children on one or more of the activities in the home/school backpack.

The third objective stated that 19 of the 25 target parents would report feeling welcomed and comfortable at the target school. A comparative analysis reflected an increase of the data measured. According to responses on section two, questions 7 on the parent involvement pre-survey (Appendix A:47; Appendix B:49), given at the commencement of the practicum indicated that approximately 10 percent of the target parents felt welcomed and comfortable at the target school. However, after the program implementation, parents in the target group responded positively to the parent involvement post survey question 5 by reporting that 92 percent of the target parents felt welcome and comfortable at the target site (Appendix W:150). Furthermore, 95 percent of the target parents enjoyed coming to the target school. The social

time before each workshop contributed to the target parents feeling comfortable and welcomed by the school staff. Many of these parents had never experienced a social atmosphere, so this was new and enjoyable to the parents attending the workshops. In addition, newsletters were very informative for parents to know upcoming events at the target school. Personal telephone calls from the author were beneficial to the target parents. Many parents reported to the author that the calls made parents feel important to the program.

Overall, the practicum was a complete success. The three outcome objectives were achieved greater than the author expectations and increased parent involvement. The strategies chosen were effective in motivating parents to become involved with the target school and in children's education. Except for a few unforeseen problems with volunteers, the implementation went soothly.

The success of the program can be credited to many factors. The three parent workshops, the socials, the monthly newsletters, the telephone calls, but primarily because of the parent liaisons loyal to the author. These advocates were neighborhood parents with a mission to employ the target parents with the school site. Parents were not intimidated or uncomfortable by these parents because of neighborhood bonds. The parent supporters spent many hours with target parents to relay the importance of children's education and the significant difference made in children's lives when parents are involved at school. For example, parent liaisons made home visits, telephone calls, car pooled,

translated to Spanish speaking parents and helped the target parents at the workshops. According to unsolicited comments on the parent involvement post survey (Appendix R:138-140) neighborhood parents were the key to the increased parental involvement and the reason for a successful practicum program.

Chapter V

Recommendations

The author of this practicum recommends that the strategies of this program be continued throughout the school year. The parent liaisons were instrumental in providing helpful information to the targeted parents. Through these well organized volunteers, parents were able to receive information about the school and form a new found camaraderie with the neighborhood parents.

The Parent Resource Center should also be continued as a source of learning for parents. Books and materials continue to be available with staff and volunteers who are well organized to answer questions parents might have regarding child and adult education or any form of social services.

Parent workshops should also be a part of the program. The author continues to get positive feedback from parents who want to improve relations with children and the school. The workshops demonstrated positive attitudes for parents and school staff.

Many parents indicated to the author that more workshops for working with children at home be presented at the target site. Parents were eager to be involved in the reading "make and take" workshop and many parents continue to ask the author about extension activities based on children's learning style.

Parents were also enthusiastic about learning more about

technology and computers. Positive feedback from parents and students who attended the workshop continues to be a topic of interest. Parents want to know more about technology in all forms. Many parents have expresses interest in the next computer workshop. Teachers at the target school have also indicated a need for other workshop of this nature.

The author recommends that the program begin with a "social time" rather than starting the workshop. This will serve as an effective commencement to the program. Parents will have the opportunity to socialize, and staff members could promote a welcomed feeling at the site school. Playing games ahead of the workshops will also serve as "ice breakers" for those parents who feel uncomfortable at the target school.

The author consulted with colleagues within the district who have carried out some of the strategies found beneficial in the research. Colleagues informed the author that a detailed interest survey would be beneficial to the target group. Focusing on what activities parents would like to be involved in proved a more effective way to meet program objectives.

This practicum was made available to the administration, faculty, staff, and parents to examine at the target school. The author plans to schedule an inservice workshop to be given to staff members regarding the research used in this practicum. The research strategies and activities will be discussed along with the activities that were implemented during the practicum period. In addition, the author

discussed the components of the practicum at an Area IV Title I parent involvement committee meeting.

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Appendices

Appendix A

Parent Involvement Pre-Survey in English

APPENDIX A
PARENT INVOLVEMENT PRE-SURVEY

Please check and return to your child's teacher

I come to school for:

_____ 1. Awards ceremonies

_____ 2. Parent conferences

_____ 3. School programs

_____ 4. When my child is ill

_____ 5. Never

The school makes me feel:

_____ 6. Intimidated or threatened

_____ 7. Uncomfortable

_____ 8. Like I have nothing to contribute

_____ 9. Welcome

I am reluctant to come to school because:

_____ 10. No transportation

_____ 11. Child care problems

_____ 12. Too busy

_____ 13. Lack confidence to help my child

_____ 14. Language barrier

_____ 15. Uncomfortable feeling

_____ 16. I am not reluctant to come to school

I would like to learn more about:

_____ 17. Computers/technology

_____ 18. Helping my child with school work

_____ 19. Activities to help my child

_____ 20. Being a better parent

Appendix B

Parent Involvement Pre-Survey in Spanish

Appendix B

ENCUESTA PARA PADRES PARTICIPANTES

Por favor marque y devuelva al/la maestro/a de su niño/a:

Vengo a la escuela a:

____ 1. La entrega de certificados
____ 2. Conferencia de padres
____ 3. Programas escolares
____ 4. Cuando mi niño/a está enfermo/a.
____ 5. Nunca

La escuela me hace sentir:

____ 6. Intimidado/a o amenazado/a
____ 7. Incómodo/a
____ 8. Como que no tuviera nada para contribuir
____ 9. Bienvenido/a

Rehuso venir a la escuela porque:

____ 10. No tengo transporte
____ 11. Problemas con cuidado de niños
____ 12. Muy ocupado
____ 13. Me falta confianza para ayudar a mi niño/a
____ 14. Barrera de idioma
____ 15. Me siento incómodo/a
____ 16. No soy reacio para venir a la escuela

Me gustaria saber más sobre:

____ 17. Tecnología de computadores
____ 18. Ayudar a mi niño/a con sus tareas escolares
____ 19. Actividades para ayudar a mi niño/a
____ 20. Ser mejor padre/madre

Appendix C

Practicum Involvement Letter in English

Appendix C

Practicum Involvement Letter in English

September 7, 1995

Dear Parents:

Over the next several weeks I will be implementing a program designed to improve parent involvement at Cracker Trail Elementary. The propose of this program is to increase parent involvement in their children's education through the school and home working together. During the implementing period, there will be three informative workshops for parents to attend to become familiar with computers, student activities to do at home, and the style in which your child learns. These workshops will be helpful for you to become more aware of your child's educational needs and to learn more about your child's school.

I am looking forward to seeing you and I invite your ideas and suggestions. If you have any questions, please feel free to call me at 471-5777.

Please complete the bottom of the page and return to your child's teacher by Friday.

Thank you for your support!

Sincerely,

Linda Laye

I am looking forward to the parent workshops to increase my involvement in my child's education. I understand that I will be learning how to become an active participate in my child's education and how to become a partner with my child's school.

_____

parent signature

Appendix D

Practicum Involvement Letter in Spanish

Appendix D

Practicum Involvement Letter in Spanish

Septiembre 7, 1995

Queridos Padres:

En las próximas semanas estaré implementando un programa designado a mejorar la participación de padres en la escuela Elemental Cracker Trail. El propósito de este programa es incrementar el envolvimiento de los padres en la educación de sus hijos por medio del trabajo conjunto de la escuela y el hogar. Durante el periodo de implementación, habrán tres talleres informativos para que los padres asistan y se familiaricen con computadores, actividades del estudiante para hacer en la casa, y el estilo en el cual su niño/a aprende. Estos talleres les ayudarán a ustedes a ser más conscientes de las necesidades educacionales de su niño/a y a aprender más sobre su escuela.

Me dará gusto verlos y también recibir sus ideas y sugerencias. Si tienen algunas preguntas, por favor llámenme al 471-5777.

Por favor completen la parte inferior de esta hoja y regrésenla al/la maestro/a de su niño el viernes.

Gracias por su apoyo!

Atentamente,

Linda Laye

Esperaré con agrado los talleres para padres con el fin de aumentar mi participación en la educación de mi niño/a. Entiendo que aprenderé a ser un participante activo en la educación de mi niño/a y a ser socio de la escuela de mi niño/a.

_____

Firma del Padre/Madre

Appendix E

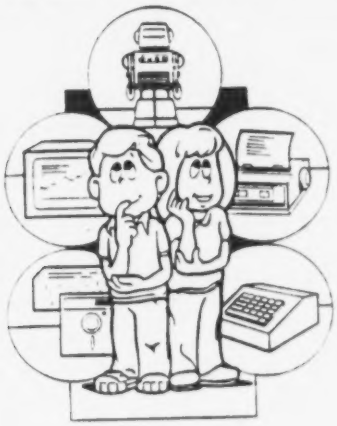
Computer Workshop Handout

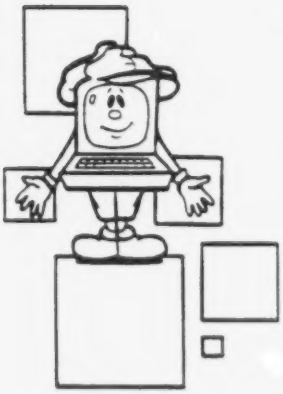
Appendix E

Computer Workshop Handout

PARENTS, KIDS, and COMPUTERS
Take Home Computer Workshop
September 28, 1995

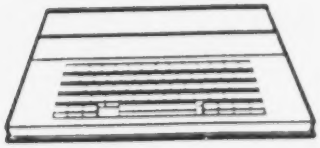
What You Need to Know About the Computer





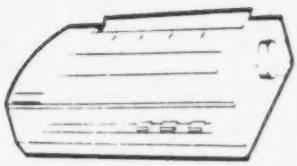
The CPU is the "Brain" of the computer that stores and retrieves information.

The monitor is the "TV" screen that lets you see the information from the computer.



The keyboard is what you type information on to communicate with the computer.

The mouse is what you use to get from one place on the screen to another.



The printer is the device that copies what you make or type on the screen.

The software is the programs that are designed to help you in areas of Reading and Math.

Titles of my software are:

_____

_____

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_____

If you have any questions or problems with your computer, please call Mrs. Laye at 471-5777 ext. 113.

Appendix F

September Newsletter

Appendix F

CRACKER TRAIL ELEMENTARY TITLE I TATTLETALER

NEWSLETTER SEPTEMBER, 1995

DATES TO REMEMBER

Monday, September 5	-Title I classes begin
Tuesday, September 12	-Health Screening for grades: K, 1, 3, & 5
Monday, September 18	-OPEN HOUSE/5:30-7:30
Monday, September 18	-PTO Meeting at Open House/6:30/Cafeteria
Wednesday, September 20	-Early Release/1:05
Thursday, September 21	-School Improvement Meeting/2:00/Media
September 25-29	-PARENT CONFERENCE WEEK
Thursday, September 28	-PARENT WORKSHOP TOPIC: Take Home Computers/6:30-8:30 P. M./Title I Room

PARENT WORKSHOP

The first parent workshop will be held at CTE on Thursday, September 28, at 6:30 in the Title I room. After a survey was returned to the Title I teacher, parents indicated that they would like to know more about working with computers with their children. The workshop promises to be informative and enjoyable. In order to make this a worthwhile experience, COME EARLY so you can visit with CTE staff and get refreshments. Each family who attends will have the opportunity to take home a computer for their child to work on at home. Child care and transportation will be avalible to those who need this service. Translators will also be at the workshop. If you have any questions or ideas, please call the office at 471-5777.

AFTER SCHOOL STORY LINE

Due to the overwhelming responses on the survey given to Title I parents, a vast number of parents wanted to know more about activities to help their children with school work . At each parent workshop an innovating activity or idea will be shared. Also, we have put in a storyline that your child can call to hear a story on the telephone. Fairy Tales will be the first week's stories with a parent activity at the end of the story. The STORY LINE'S telephone number is 386-HEAR.

OPEN HOUSE

Remember Open House will be on Monday, Sept 18, at 5:30-7:30. PTO meets at 6:30 .

PARENT-TEACHER CONFERENCE WEEK

The week of September 25-29 has been set for parents and teachers to meet to discuss student's progress at CTE. This year, with the help of Title I we want to make this an enjoyable experience and not a dreaded chore. The booklet, *Helpful Hints for a Successful Parent/Teacher Conference* addresses many concerns to relieve parents of anxieties during conferences. We will also be providing transportation and child care services so that you can feel relaxed when you see your child's teacher. Translators will also be available for anyone in need of this service. For further information, call the office at 471-5777.

Appendix G

Parent Conference Booklet

Appendix G

Parent Conference Booklet

You and the Teacher are Partners

- Make Contact Early--Meet your child's teacher within the first few weeks of school. You will find it easier to talk to each other.
- Think Positive--Look for positive achievements that the teacher has done. Don't focus only on problems or negatives achievements.
- Don't Accuse--For example, the teacher may feel criticized if you say "My son tells me you don't like him." Instead, ask, "How do you and my son get along."
- Avoid "Yes" or "No" Questions--Ask questions that require statements about your child.
- Keep the Teacher Informed--Let him/her know if any important changeshave occurred in your child life including medical problems.
- Express Your Appreciation--Call or write the teacher to express your"Thanks" for his/her hard work. This will strengthen your partnership.

TIPS FOR A SUCCESSFUL PARENT-TEACHER CONFERENCE

Before the conference
Ask yourself:

- Do I listen when my child talks about school?
- How much time does my child spend on homework?
- Do I provide a quiet place for my child to work?
- What are my child's work habits?
- Are my child's comments about school mostly positive or negative?

Ask your child:

- What do you like best about school?
- What do you like least?
- How do you feel about your teacher(s)?
- Is anything at school making you unhappy?
- How could school be better?

At the Conference
Ask the Teacher:

- What is my child learning this year?
- How is my child doing on homework assignments?
- What are my child's strengths and weaknesses?
- What kinds of tests do you give?
- What activities does my child enjoy most?
- How does my child get along with other students?
- Is my child doing the best he/she can do?
- Are there special programs to suit my child's needs and interests?

63

THE Teacher May Have Some Question, Too

* The teacher may ask you about your child's likes and dislikes, study habits, etc. Your answers can help the teacher help your child.

MAKE THE MOST OF YOUR PARENT-TEACHER CONFERENCE

* ARRIVE ON TIME--A teacher may have many parents to meet with on the same day. Coming late could limit your time with the teacher.
* Relax--You and your child's teacher are on the same side. Both of you wants the best for your child.
* Stay Calm--Communication is the key word to a successful conference. Getting upset or angry will break down communication lines.
* Raise your most important concerns first--There's a lot to talk about and your time is limited.
* Listen Carefully--Plan your responses after the teacher is done talking.
* Be Direct--If you disagree with something the teacher says, speak up. Explain why your disagree.
* Ask Questions--Make sure you always understand what the teacher is saying. When something is unclear, ask the teacher to explain.
* Develop An Action Plan--Discuss ways to help your child learn and grow through activities at home and at school.

Build on What You Begun:

* Involve your child--Discuss the conference with your child. Describe the action plan and answer any questions your child has.
* Stay in Touch With the Teacher--Compare notes to see if the action plan is working. Schedule another conference if needed.
* Attend School Activities--These activities may include fairs, sporting events, awards programs, chorus productions, etc.
* Volunteer at School--A strong bond between the school and home helps the to feel more at home at school.

Follow Through on the Action Plan

* Create a Study Area for Your Child--Make sure there's good lighting and room to work.
* Review Homework--If you find mistakes, let your child correct them.
* Read Aloud to Your Child--And have your child read to you.
* Limit TV Time
* Ask Your Child About School Everyday--This shows you care.
* Talk to Your Child About Problems--Keeping communication lines open will encourage your child to come to you with problems.
* Set Bedtime At a Reasonable Hour--And stick to it.
* Encourage Learning--Through games and other learning activities.

Make a Partnership with

Your Child's Teacher

You Will Be Glad

You Did!

Appendix H

Invitation to Computer Workshop

Appendix H

Invitation to Computer Workshop

Where: CTE Cafeteria

Date: Sept. 28, 1995

Time: 6:30 - 9:00 P.M.

Come to Social
and meet CTE Staff

Refreshments, Door
Prizes and Bingo

BEST COPY AVAILABLE

Appendix I

October Newsletter

CRACKER TRAIL ELEMENTARY TITLE I TATTLETALER

newsletter October, 1995

DATES TO REMEMBER

Monday, October 2	-PARENT RESOURCE CENTER OPENS
Monday, October 9	-Picture Day
Monday, October 9	-P. T. O. Meeting/7:00 P.M./Media Center
October 12 & 13	-No School For Students/Teacher In-Service Days
Thursday, October 19	-School Improvement Meeting/ 2:30/Media Ctr.
Monday, October 23	-PARENT WORKSHOP "MAKE AND TAKE" TOPIC: Making Books/6:30-9:00 P. M.
Wednesday, Oct. 25	-Early Release/1:05 P. M.
Thursday, October 26	-P. T. O. Fundraiser Kick-Off
Wednesday Nov. 1	-REPORT CARDS GO HOME

PARENT WORKSHOP

On Monday, October 23, at 6:30 P. M. the second of our PARENT WORKSHOPS will take place in the cafeteria. Many parents have indicated that they would like be more involved in their child's reading. Therefore, we will have a "make and take" workshop on reading and making books. We will be having refreshments and a social time before the workshop starts. Translators will also be present for those who might need one. We will have an on site child care center for those younger siblings. If you need transportation please contact our office at 471-5777.

Volunteers Needed

Now is a good time to be involve at CTE. Volunteers are needed in all grade levels. Being a volunteer is a rewarding experience by providing time and experiences to our children. By showing your child you care about our school, your child will care about school too. If you are interested please contact the office at 471-5777 or come in to the Title I room for information.

ADSD SUPPORT GROUP

On Monday, October 16, 1995, from 7:00-8:30, the ADHD Support Group will meet at Sun 'n Lakes Ele. in the Music Room. The topic for the meeting will be "THE ADD CHILD"

PARENT RESOURCE CENTER

The new parent resource center plans to open October 2,1995. The center will be opened to all parents of CTE students. It is located inside the CTE Media Center with a large section designated for parent resources.

In the center you will find many parenting books, activities, and games . The parenting books range from self-help to dealing with child rearing and problems that parents must deal with as children grow-up. The activities come from all areas of the curriculum and parents are encouraged to use them to help their children at home. A parent volunteer or staff member will be in the center from 7:30 A. M. to 3:00 P. M. to help those parents who may need information about social services.

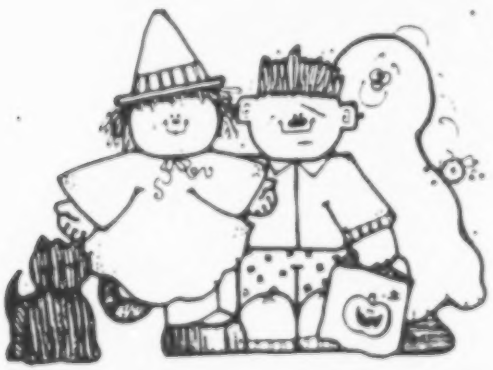
Be sure to visit the center. It is here for you to use and enjoy!

PTO FUND RAISER

The PTO will be having their annual fund raiser. This year students will be taking orders for WORLD'S FAMOUS CHOCOLATE. Now is the time to show your support to CTE by buying some candy from your child.

REPORT CARDS

Your child will be bringing home his/her report card on Nov. 1. Be sure that you go over it with your child and sign it and return the card to your child's teacher. If you have any questions regarding the report card, call your child's teacher.



Appendix J

Parent Resource Center
Open House Invitation

Family Resource Center

Open House

Monday, October 2, 1995

2:45 P. M. - 7:00 P. M.

Plan to stop in after school or early in the evening. Visit the Resource Library, make a home learning activity, check out materials, and meet school personnel. Refreshments will be served.

Fill out and bring this coupon to redeem for a free prize.

Student Name:_____

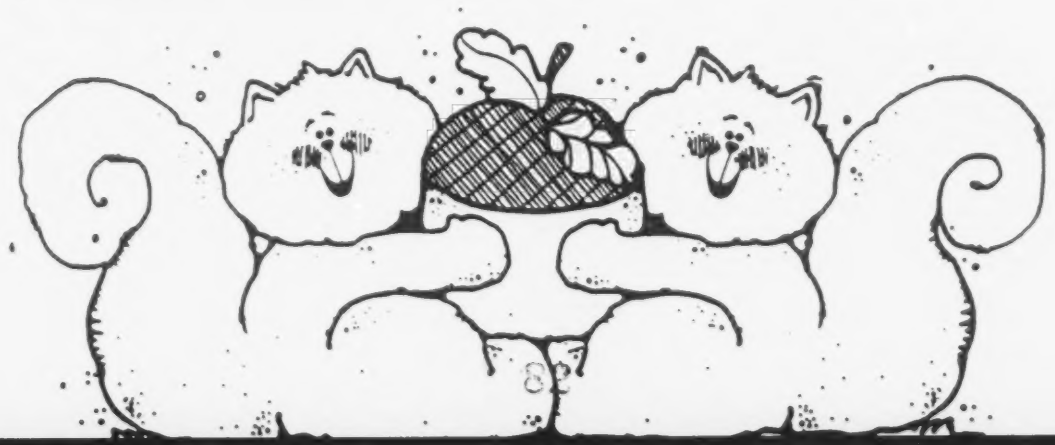
Grade:_____ Teacher:_____

Parent Name:_____

Address:_____

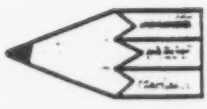
_____

Telephone Number:_____

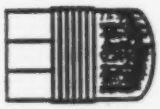


Appendix K

Make and Take Workshop Invitation



Parents Reminder



Reading
Make & Take Workshop

DATE _____

TIME _____

PLACE _____

See you there!

Appendix L

How to Make Books
Workshop Handout

Appendix L

Make and Take Workshop Handout

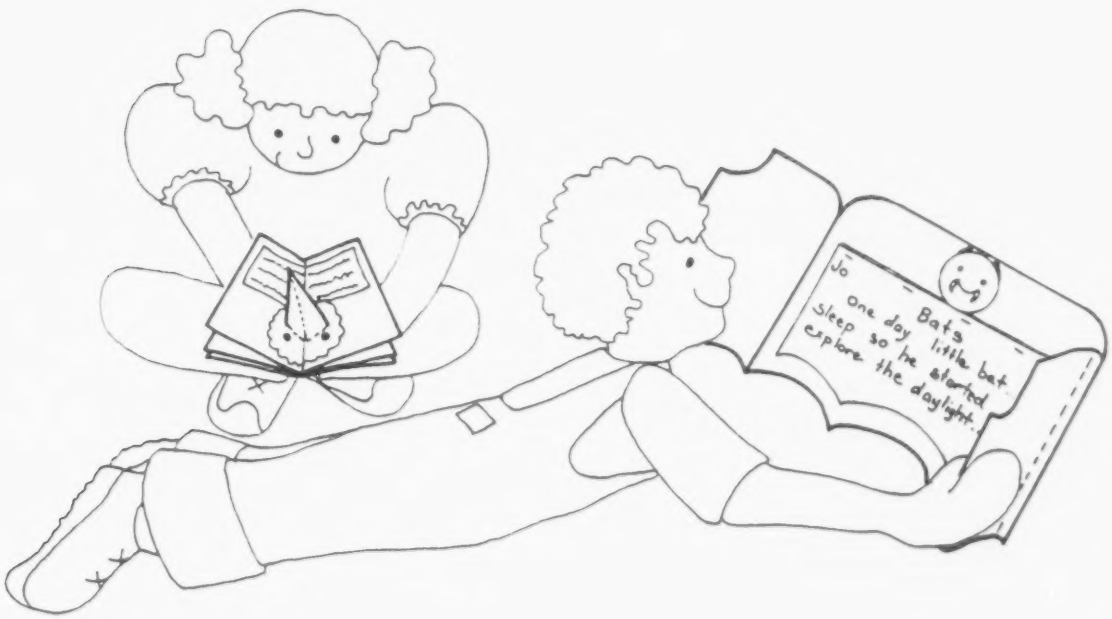
How To Make Books With Children

Parent Workshop
Make and Take Activities
October 23, 1995

Evans, Joy and Jo Ellen Moore. How to Make Books With Children. Monterey, CA: Evan-Moor Publishers, 1985.

HOW TO MAKE BOOKS WITH CHILDREN

One of the greatest motivational techniques for encouraging students at any grade level to write is to provide many opportunities for sharing their stories with others. In this resource book we provide directions, patterns, forms and writing ideas to create dozens of different books — enough to fill a class library with books written and illustrated by your own students.



How to Make Books With Children helps with:

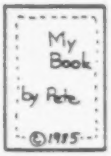
1. Motivation
   Create a feeling of excitement and satisfaction about writing and sharing stories. You will find your students re-reading their own stories over and over again, as well as those of their classmates.

2. Creative Expression
   Develop skills in writing stories, descriptive paragraphs, poetry, and special themes such as alphabet books and riddle books.

3. Practicing Skills
   What better way is there to practice writing skills than by the experience of frequently writing one's own stories? The knowledge that their work will be read by others encourages children to use complete sentences, interesting words, correct punctuation and spelling, and to stick to the main idea.

PUTTING A BOOK TOGETHER

front cover



title page

dedication page

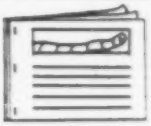
story

about the author

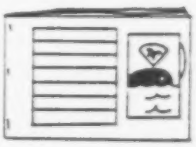
back cover

Attach Story Pages

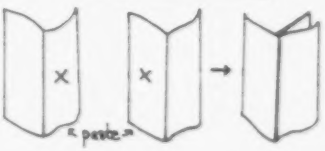
- Pages may simply be stapled together before being put into a cover.



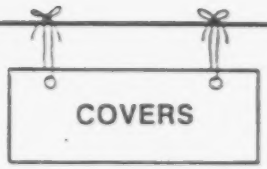
- Pages may be glued to a backing of construction paper, then stapled together and covered.



- Pages may be folded in half, then glued back-to-back. This is necessary for book forms such as pop-up pages.



- Pages may be folded and then stitched down the center. Stitching may be done on a machine or by hand with darning needles.



Materials:

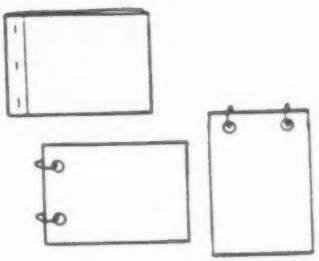
mat board	cloth	cellophane tape
tagboard	contact paper	masking tape
cardboard	wallpaper	cloth tape
construction paper	wrapping paper	duct tape

If you create a class book, select one student to illustrate the cover before attaching it to the book.

Always cut cover pieces larger than the writing paper. ¼ to ½ inch is usually enough.

Don't forget to include a title page, etc. for "special books."

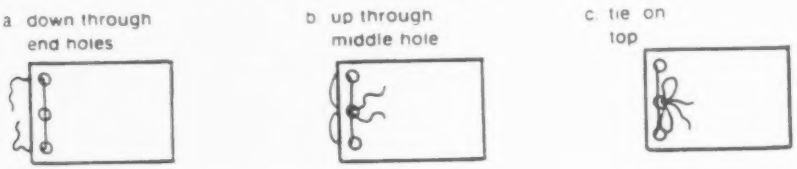
Quick and Easy These covers require little time to create.



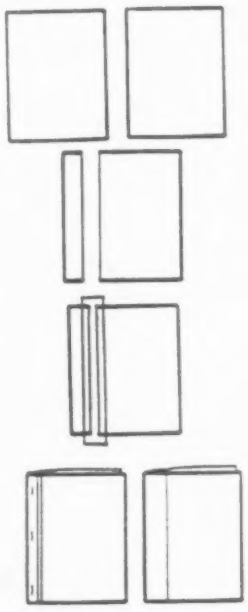
1. Staple cover to stories. Cover the staples with a strip of tape.

2. Punch holes through the cover and stories. Put together with metal rings.

   Or tie with shoe laces, yarn, or string.



Hinged Covers



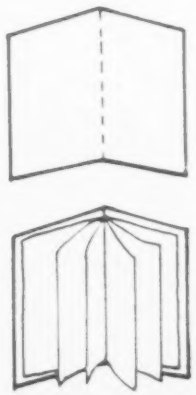
Cut two pieces of tagboard, cardboard, etc. slightly larger than the story pages.

Cut ½ inch strip from the left hand side of the front cover.

Tape the strips together on the inside. Leave an ⅛" space open between the two strips.

Staple cover and story pages together. Cover the front hinge and staples and the back staples with a 1½ inch piece of tape.

Folded Tag Cover (for pages glued back to back)



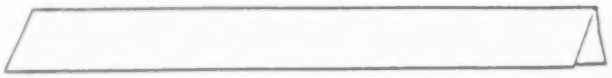
Cut colored tag slightly larger than the story pages. Score the center and fold. Rub firmly.

Paste the story pages back to back. (See page 3 for directions.) Add an empty page to the front and back of your story to serve as end pages. Paste the end pages to the cover.

This cover can only be used for books containing no more than 6-10 pages. Any more are difficult to handle.

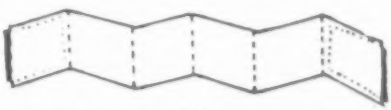
- Folded Butcher Paper:

  Fold butcher paper in half the long way for strength. 79



  Fold the paper into an even number of segments.

  Insert a piece of cardboard or tag at each end to create a sturdy cover.

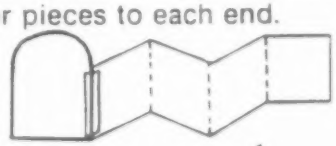


  Stories may be written directly on pages or on writing paper which is then glued to the page.

- Folded Butcher Paper with Tagboard Ends

  Cover ends may be cut any shape.

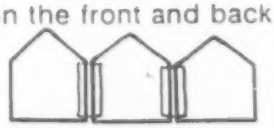
  Butcher paper needs to be a size that is hidden by the cover. Fold paper as before. Tape the cover pieces to each end.



- All Tag:

  Cut tag to the desired shape. Cut as many pieces as you wish in this accordion book.

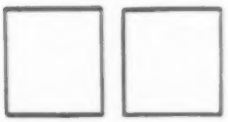
  Tape the tag pieces together. Put tape on the front and back.



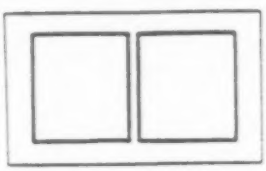
  Cut paper the same shape as the cover. Write stories and glue into the book.

Cloth Cover

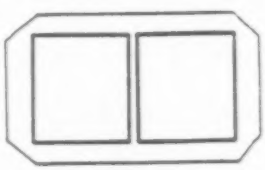
Cut two pieces of cardboard slightly larger than the story pages.



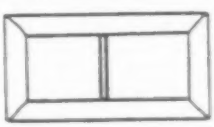
Place the cardboard on a piece of cloth about 1-1½ inches larger than the cover. Leave a small space in between the cover pieces.



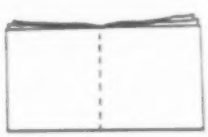
Miter the corners of the fabric.



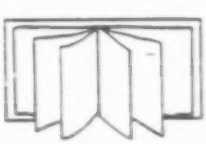
Place diluted white glue on the cloth and fold over the cover.



Story pages should be cut almost the length of the cover. Stitch 4-6 pages together down the center with a darning needle and thread or a sewing machine.



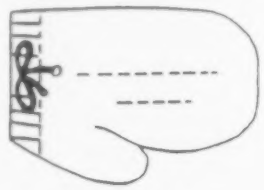
Leave the first and last pages empty to serve as end papers. Write and illustrate the story. Paste the end papers to the cover to complete the book.



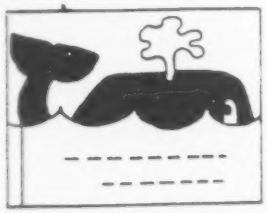
SHAPE BOOKS

Shape books are not just for primary children. We have included some interesting variations to make them motivating for older students also. 81

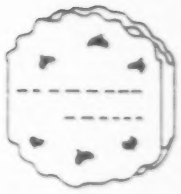
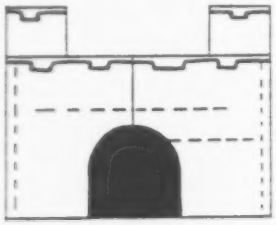
- "Regular" where the front and back covers are the same.



- "Add an element" such as legs, tails, or zippers!



- "Three part fold-outs" of houses, caves, cookies!

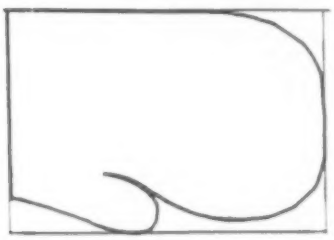
All are quickly prepared following simple formats. They can be used for group books where writing is a phrase, sentence, or short story or for longer stories written by individuals. Size of the shape cover can be varied to fit the type of writing paper you prefer to use.

Each book idea provides specific directions for creating the cover and several writing suggestions for that cover.

Read all directions before you begin. In the primary grades, the teacher will need to prepare the covers and cut the paper to shape. Older students can create their own covers using a template and following the direction sheet.

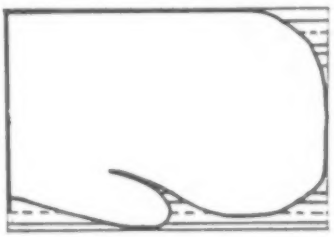
Draw the basic shape on construction paper or on tag for your cover and on writing paper of your choice for the writing activity.

cover



trace on 2 sheets of tag or construction paper for front and back covers

writing paper

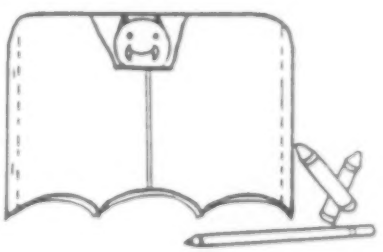


trace and cut out as many sheets as are needed by your class

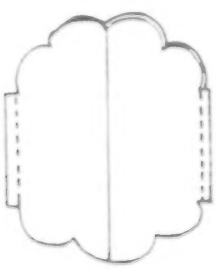
put pages together

staple pages or use a hole punch, then tie together

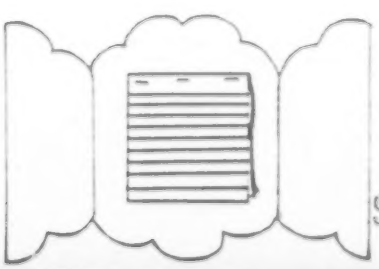
You may wish to select a child to decorate the cover if it is to be a group book. Also, laminated covers last longer for books that will be used often.

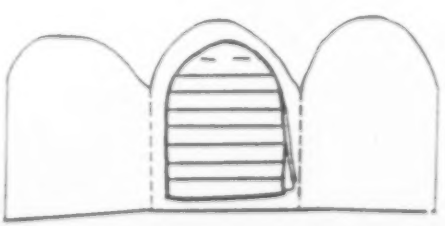


Three part fold-out books will need paper cut to fit the center section.



Several writing papers can be stapled in place for longer stories.





ACCORDION BOOKS

Accordion books are best used for small group or individual books. Too many pages are difficult to work with. Poetry, descriptive paragraphs, life cycles, and steps in making something are all suitable writing ideas for accordion books.

Accordion books can also be used to display students' work if made from tag or cardboard so they can be set up open on a table or shelf.

In making accordion books, it is especially important to read directions carefully and to practice folding the paper before you try doing them with children. The best results come when you feel comfortable about the steps involved.

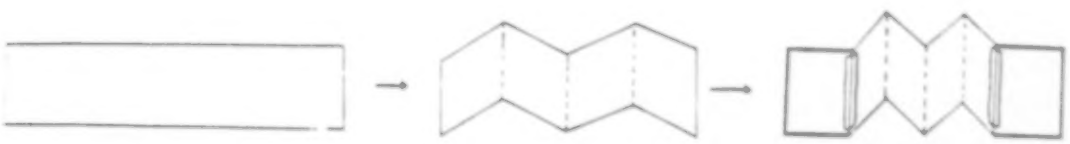
Writing suggestions are provided for each accordian book idea. Also, pattern forms are provided for covers where needed.

Accordion books can be made from:

> Folded butcher paper
> Tag for covers, butcher paper inside
> All tag

- Mini-accordion Book

  This accordion book is a good one for practice. It shows that an accordion book can be made any size. Begin with a strip of 6" x 18" construction paper folded into quarters. Tape 4½" x 6" pieces of tag to the front and back to create a cover. Now write!



FLAP BOOKS

Flap illustrations are a great motivation because of the "surprise" or "mystery" element.

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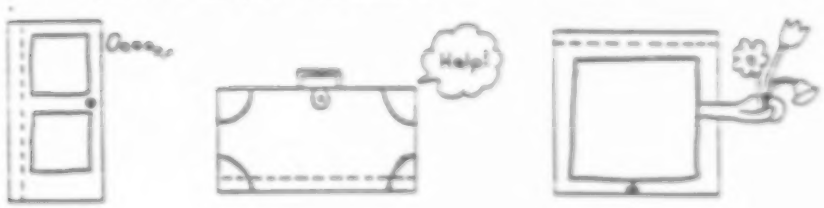
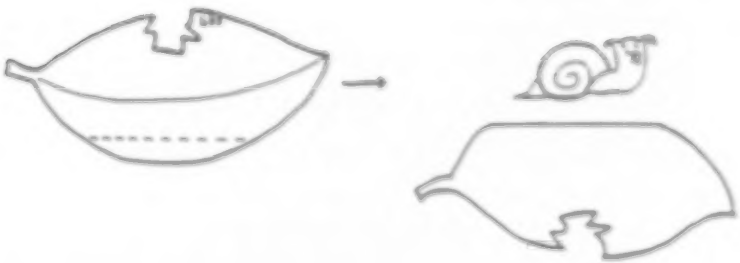
Each idea for flap pages includes writing suggestions. These ideas can be used as illustrations for group books or as one of a series of illustrations for an individual story. The best individual books revolve around a "search." "Looking for lost homework, a missing pet, a birthday surprise, etc. can involve a wide variety of flaps as the search progresses.

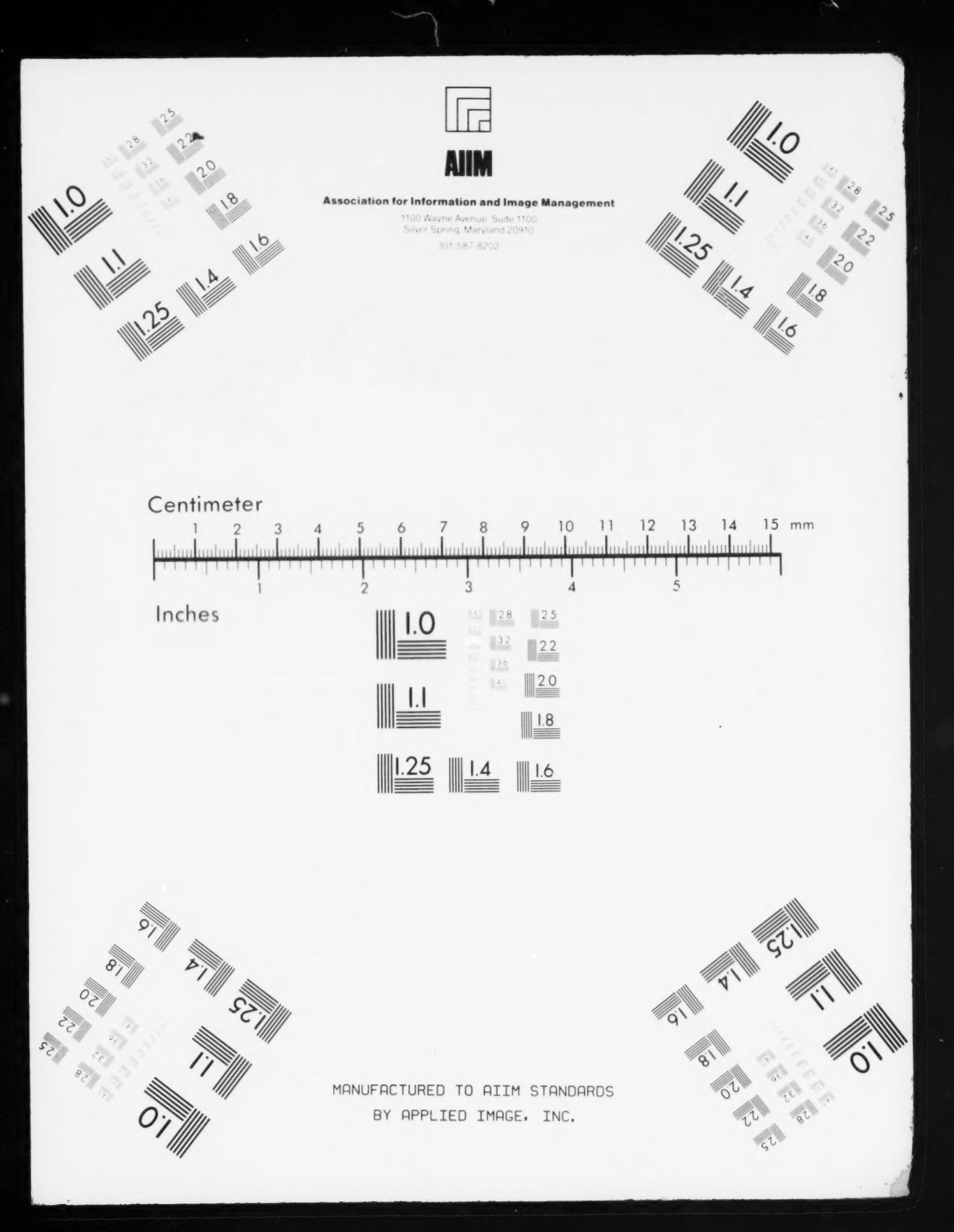
Before beginning the project, read all directions carefully. The flaps need to be made from construction paper for strength. Size and shape will depend on the story situation.

Simple Flaps: Squares and rectangles can become doors, lunch boxes, gifts, etc. Simply cut the shape the size you wish, draw a picture on it, fold an edge, add some paste, and you are all set!



Special Flaps: Shapes can be cut to fit your story. Cut, fold edge, and paste.




AIIM
Association for Information and Image Management
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202
Centimeter
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 mm
Inches
1 2 3 4 5
1.0
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2.5
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3.6
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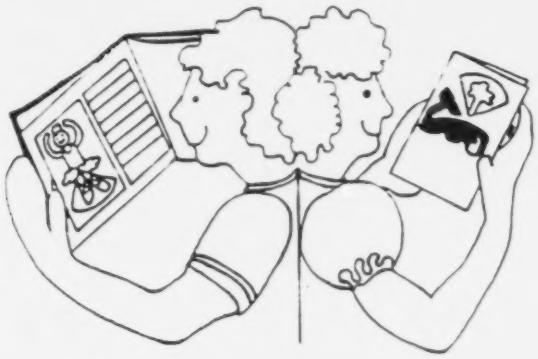
MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

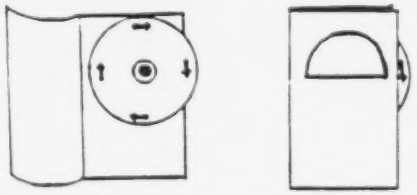
BOOKS WITH WHEELS

The interest and excitement wheels add to a book make them worth a little extra effort.

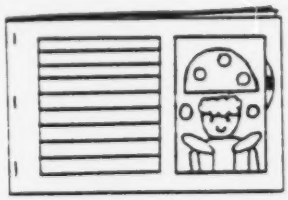


A wheel can be used as one illustration in a long story, or several can be put together in a group book. Writing suggestions and pattern forms are provided for each book idea.

Wheel pages should be run on construction paper. (You may even want to make the wheel portion of tag.) Place a hole reinforcer on the paper where the paper fastener goes through to add extra strength.



Wheel illustrations and stories may be glued to a sheet of construction paper and then put in a book.



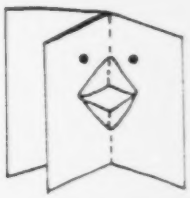
POP-UP BOOKS

Open the page and...surprise! Up pops the perfect illustration for your story, or answer to your riddle.

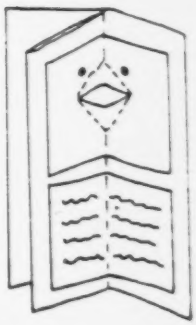
Writing suggestions and pattern forms are provided for each book idea. The forms should be run on construction paper, since these pages will get a lot of use.

Practice the folds before using with children. Follow the directions carefully. This is a great place to encourage children to help one another.

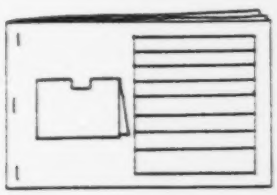
Pop-up pages are ideal for small group or individual stories. Too many pages are difficult to bind.



Completed pages may be pasted back-to-back and then put into a cover. (See pages 3-4.) Paste only the edges. If you get paste on the pop-up portion, it won't work.



Or the completed pages may be pasted to construction paper with the story before binding. Be sure to place the page on a fold or no "popping-up" will occur. The pages are then pasted back to back as above.



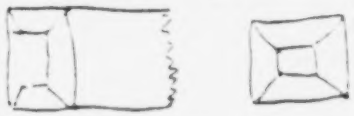
The pages may be pasted to a flat sheet of construction paper if only one side is pasted down. The pages can then be placed in a cover.

NOTE: Pop-ups make great greeting cards.

Paper Bag Books

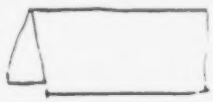
Paper bags come in an assortment of sizes and colors, and most can be obtained quite inexpensively. Following these simple directions, the child has a blank "book" which he/she can have the joy of creating.

1. Cut off the end of a paper bag.



2. Open out the sides and fold on creases.

3. Fold in half, the long way.

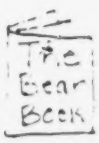


4. Fold in half the other way.

5. Cut folds open at top and bottom.

6. Staple down folded side.

7. Write the story and illustrate.



Appendix M

Parent Reading Activities

Parent's Guide

"Helping Your Child To Read"

1. Set a good example. Read for pleasure and show and share that pleasure.
2. Leave interesting books lying around. Encourage your child to handle books frequently, carefully, and respectfully.
3. Read aloud eagerly to your child. Show him or her how much you enjoy this reading time. Make it special and do it each night if possible!
4. Provide a good reading light for your child's bed area. Encourage a relaxing nightly reading period. Give your child a special hug as you turn off the light at bedtime.
5. Be tuned in to what interests your child. Find books and other reading material in these areas of interest.
6. Discuss books and current events as a family.
7. Ask your child to read to you. Don't be anxious or impatient with his or her reading ability. Listen to the child read; do not listen for reading mistakes.
8. Encourage your child to share what he or she has read in books. Discuss stories, plots, characters, conflicts, resolutions, and feelings.
9. Visit the library together. Be sure your child has a library card and encourage its use. Use yours, too!
10. Share a reading interest. Both of you read books on the same subject and share what you've learned.
11. Be pleased with your child's reading progress. Give specific and genuine praise.
12. Let your child select books he or she wants to own. You and other family members and friends could give these books as gifts on special occasions or as reading rewards. Encourage your child to purchase books using his or her own money, too! Books a child has selected to own are friends for a long, long time!

How To Read a Book With Your Child 90

Choose a book that your child is interested in.

Sit down together and look at the pictures. Ask some formative questions:

"What do you think the book is going to be about?"
"Where is the story taking place?", etc.

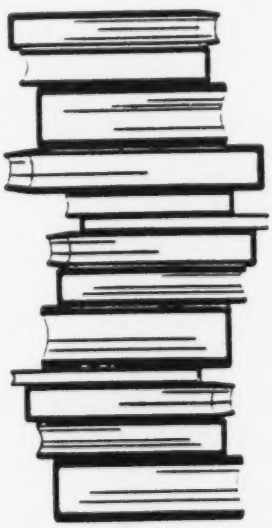
Depending on the age of your child, you can read the book to him/her before having him/her read it to you. If he/she doesn't know a word, just tell him the word; this should be a fun experience for your child. After you have completed reading the book, if you want to, you can go back and review the words that he/she didn't know. Keep it a positive situation; don't scold because he didn't know the words.

Discuss the story with your child.

Ask about the main characters.
Was the story real or fantasy?
How would you change the story if you were the writer?

Encourage your child to read the story to others, perhaps grandparents, sisters, brothers or neighborhood children.

Praise your child and look for other books to share.



Suggested Children's Magazines

This list is not inclusive of all magazine publications. There are many other excellent ones available in your library, at your news-stand and at your bookstore. The *Writer's Source Book of Children's Magazine Market* is available at your local library to help with selection of publications for your children.

ZOO BOOKS

Wildlife Education, Ltd.
930 West Washington Street
San Diego, CA 92103
Ages 8-12
Monthly

Each issue is devoted to a particular animal. Colorful and vivid pictures predominate.

CHILD LIFE: MYSTERY AND SCIENCE FICTION MAGAZINE

Youth Publications
Saturday Evening Post Company
1100 Waterway Boulevard
P.O. Box 567-B
Indianapolis, IN 46206
Ages 9-14
Monthly except June-September

Issues have exciting, scary stories that involve human relations. There are also puzzles, riddles, and a two-page comic book feature.

HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN

Parents' Magazine Enterprises
Subscription Office
Bergenfield, NJ 07621
Preschool up to 7 years
Monthly except June-August

Magazine includes read-aloud and beginning-reader stories, games, things to do, pictures to color, book reviews (for parents) and a guide for teachers and parents.

YOUNG WORLD

Youth Publications
Saturday Evening Post Company
P.O. Box 567-b
Indianapolis, IN 46206
Ages 10-14
Monthly except June-September

The stories concern various problems of the age group. The magazine carries instruction in simple crafts, recipes for young cooks, puzzles and crosswords for vocabulary help and photographic features. Readers may contribute artwork, poetry, jokes and letters.

PIZZAZZ

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Marvel Comic Group
P.O. Box 570
Whitinsville, MA 01588
Ages 9-12
Monthly

Has an influence of comic books. Many stories and puzzles are illustrated by comic book artists.

RANGER RICK

National Wildlife Federation
1412 Sixteenth Street NW
Washington, DC 20036
Ages 6-12
Monthly

Dramatic color photographs accompany feature articles, fiction, puzzles, book reviews and games, all related to wildlife identification, habits and observation.

EBONY JR.

Johnson Publishing Co.
820 S. Michigan Ave
Chicago, IL 60605
Ages 6-12
Monthly except June-September

This is a lively periodical about black children, black family-life and black culture. Included are profiles, stories, games, puzzles, arts and crafts. Word games and number games stress the importance of academic skills. The whole magazine is upbeat, encouraging and strengthening the child's will to succeed.

CHILDREN'S DIGEST

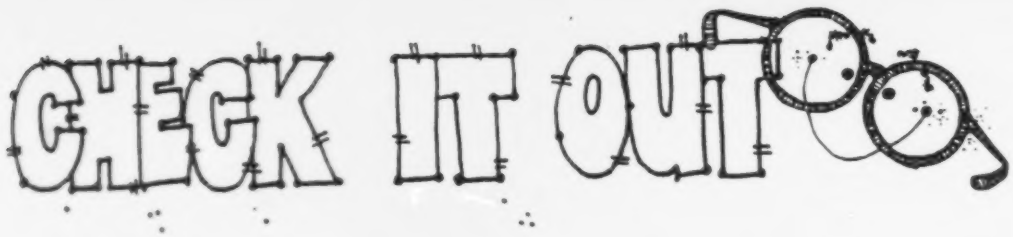
Parent's Magazine Enterprises, Inc.
Subscription Department
Bergenfield, NJ 07621
Ages 8-12
Monthly except June & August

Magazine features well-loved classics, stories by leading present day authors, articles on science, nature, history, great men and women.

HIGHLIGHTS FOR CHILDREN

Highlights For Children
P.O. Box 182167
Columbus, OH 43218-2167
Monthly

This magazine provides wholesome fun, helping children grow in basic skills and knowledge, creativeness, ability to think and reason, sensitivity to others, high ideals and worthy ways of living.



Primary Readers

Name _____

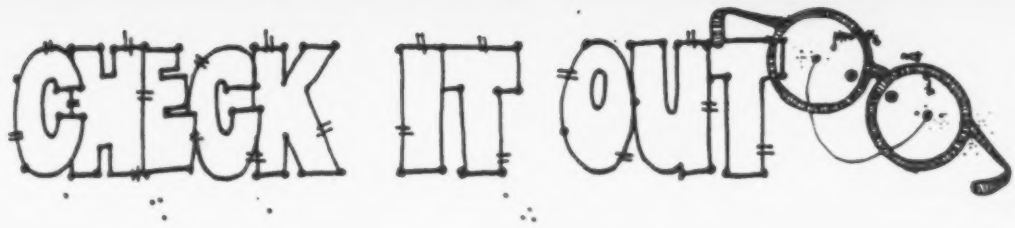
I Read At Home

Day	Today I read	I read to
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Name _____

I Read At Home

Day	Today I read	I read to
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



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Intermediate Readers

Name _____

Home Reading Record

Date	Title (or type of material read)	Minutes	Pages	Parent Initials

ASK THOUGH PROVOKING QUESTIONS

QUESTIONS TAKE DIFFERENT FORMS AND PLACE DIFFERENT DEMANDS ON CHILDREN. RESEARCH SHOWS CHILDREN ACHIEVE MORE WHEN ASKED THOUGHT PROVOKING QUESTIONS AND GIVE THOUGHTFUL ANSWERS

THE FOLLOWING ARE SOME WAYS THAT CAN BE USED WHEN WORKING WITH CHILDREN.

Allow "wait time" - give children time to reply.

Ask more "Why" questions to get children thinking.

Ask some questions which require inferential thought.

Ask prediction questions to get children to make predictions as to what might happen.

Ask questions which evoke personal feelings.

Ask open-ended questions to get children to see that there may be more than one appropriate answer.

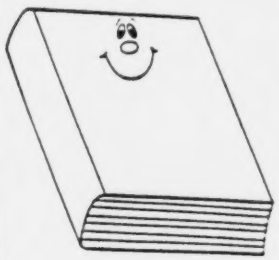
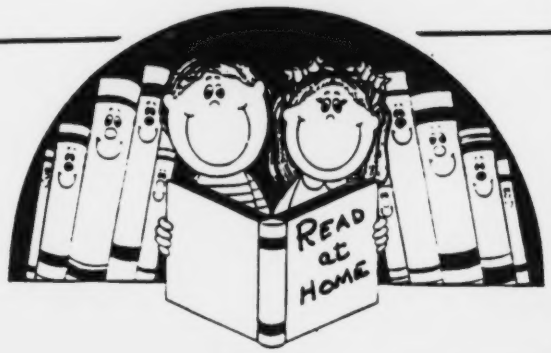
Leave questions unanswered occasionally.

When possible. accept mistakes. Try to find something right in a wrong answer.

FAMILY READING ACTIVITIES CALENDAR

Month

			1 96 Read a Fairy Tale together.
6 Tell your family your favorite story.	7 Go to the library. Check out at least one book.	8 Read a poem.	9 Read a book about your favorite sport.
13 Read a chapter of a chapter book.		14 Illustrate the characters in the chapter.	15 Make up a new ending to your favorite story.
20 Have a family Read a Thon.	21 Return your books to the library. Get two new books.	22 Read a book written the year you were born.	23 Share your thoughts.
27 Write a story about something that interests you.	28 Draw pictures to go with your story.		29 Plan next month's calendar.

2 Read together before you go to bed.	3 Make a list of words from the book you're reading.	4 Share these words with your family	5 97 Read about several authors.
10 Read a book written by the author that intrest you most.	11 Call the after school Story Line.		12 Make a list of books you would like to read.
16 Make your own book.	17 Share a book with your brother or sister.	18 Discuss the characters, setting, and plot .	19 Read to your pet.
 	24 Read a book that makes you laugh.	25 Read a history book.	26 Discuss the book with your family.
30 Decide what activities you enjoyed best.	31 Enjoy family reading.		

A Word About Reading

The reading patterns you establish at home directly influences your child's ability to do well in school. Here are a few suggestions:

TIME OUT FOR YOUR CHILD

Studies show that parents spend as little as fifteen minutes a day talking, listening and reading to their children. Yet, it is exactly these activities that encourage a child to read. Make sure that you take time out each day to communicate with your child.

READ TO YOUR CHILD

The very best way to help your child become a good reader is to read to and with them at home. The more children read, or are read to, the better. Books are not the only thing to read. Encourage your child to read cereal boxes, street signs, catalogs and magazines.

READING AND WRITING

Teaching a child to write, helps them to read. Keep pencils, paper, chalk and crayons on hand. Young children can learn to form letters and then words. This gives them the opportunity to practice the relationship of letters and sounds. Very young children can dictate to you or an older child. It's also fun to have children write letters to friends and family.

QUIET TIME

The work done in school is reinforced with homework. This gives children time for study and practice. It is very important to set a time for homework and to provide a quiet place where they can do their work. Remember to keep on top of your child's work and stay in touch with your child's teacher.

LIMIT TELEVISION

Most children spend hours in front of the television and only minutes a day reading. Set a limit on television watching and replace it with quality reading time. When television is permitted, follow it with family discussions.

Learning doesn't start or end at school. The more we can work together with reading, the more successful your child will be.

Appendix N

November Newsletter

CRACKER TRAIL ELEMENTARY TITLE I TATTLETALER

NEWSLETTER **NOVEMBER, 1995**

DATES TO REMEMBER

Wednesday, November 1	-REPORT CARDS GO HOME Be sure to sign and return to your child's teacher
Wednesday, November 8	-Awards Program/9:00 A. M./cafeteria
Friday, November 10	-Veteran's Day Program/9:00 A. M./at the flag pole. All parents are invited to attend.
Monday, November 13	-P. T. O. Meeting/7:00 P. M./Music Room
Thursday, November 16	-School Improvement Team Meeting/2:20/ Media Center.
Monday, November 20	-A. D. H. D. Meeting /7:00/Sun 'n Lake Ele.
Monday, November 20	-Thanksgiving Program/Mrs. Craft's class/ 7:00 P. M./Cafeteria
Wednesday, November 20	-EARLY RELEASE/12:00 P. M.
November 23 &24	-NO SCHOOL/THANKSGIVING HOLIDAYS
Monday, November 28	-Scout Night/ CTE cafeteria /7:00 P. M.
Thursday, November 30	-PARENT WORKSHOP Parent Skills/3:30-6:00/ Cafeteria TOPIC: "PETALS" Learning Styles

PARENT SKILLS WORKSHOP

On Thursday, November 30, at 3:30 P.M. the third of our parent workshops will take place in the cafeteria. Notice our time change. Many parents who attended the last two workshops have stated that they are interested in how children learn. Diane Morse, District Resource Title I Teacher will be the guest speaker. Be prepared for an informable and enjoyable time. COME EARLY! Many of the CTE staff will be here to welcome you with refreshments. Remember 3:30-4:00 P. M. is our social time. If you need transportation, call our office at 471-5777. Child Care will be provided and translators will be available for those who might need one.

COME AND EAT Thanksgiving

lunch with your child. on Tues. November 21. IT'S EASY! Just notify your child's teacher by November 15.

PTO News

PTO president, Cindy Noel, would like to invite ALL Title I parents to join PTO. Cindy says "We need Title I parents to be active members for CTE". The next meeting will be on Monday, Nov. 13 at 7:00 P. M. in the Music Room. All Title I parents who sign up to be PTO members will receive a badge from Title I for their child to redeem at the school store.

TITLE I AWARDS

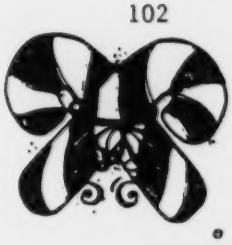
The first nine weeks awards program will be on Wed.,Nov. 8, at 9:00 A. M.in the cafeteria. Make plans to attend and be INVOLVED!

Appendix O

Learning Styles Workshop Letter

Appendix O

PARENT WORKSHOP LEARNING STYLES



DEAR PARENTS:

On Thursday, November 30, 1995 at 3:30 P. M. in the cafeteria, we will be conducting a "PETALS" Learning Styles workshop. This workshop is designed to help parents determine how their children learn.

We will also be having a "social time" with refreshments served by CTE staff and games will be played before the workshop. This will be a great time for parents to socialize and enjoy the fun!

If you need transportation, child care or a translator call our office at 386-4327 before November 28.

This workshop promises to be educational and enjoyable. All parents who attend will be eligible for door prizes and educational books and activities for home use.

Thank you for your support and cooperation,

Linda Laye and Valued Volunteers

The"PETALS" Learning Styles Workshop will be fun and interesting for parents. Come to CTE to be a part of this learning time. Please clip and return to your child's teacher.

----- I will attend the Learning Styles Workshop for parents.

----- I cannot attend the Learning Styles Workshop at this time, but I would like to come to the next one given.

----- I need child care during the workshop.

----- I need transportation to the workshop.

----- I need a translator during the workshop.

Name_____ Phone _____

Appendix P

Learning Styles Invitation

YOU ARE INVITED TO COME TO THE LEARNING STYLES WORKSHOP

DATE: THURSDAY, NOVEMBER 30.1995

PLACE: CTE CAFETERIA

TIME: 3:00-6:00 P. M.

Come Early to the Social Time. CTE staff will be serving refreshments.

Register for Door Prizes!

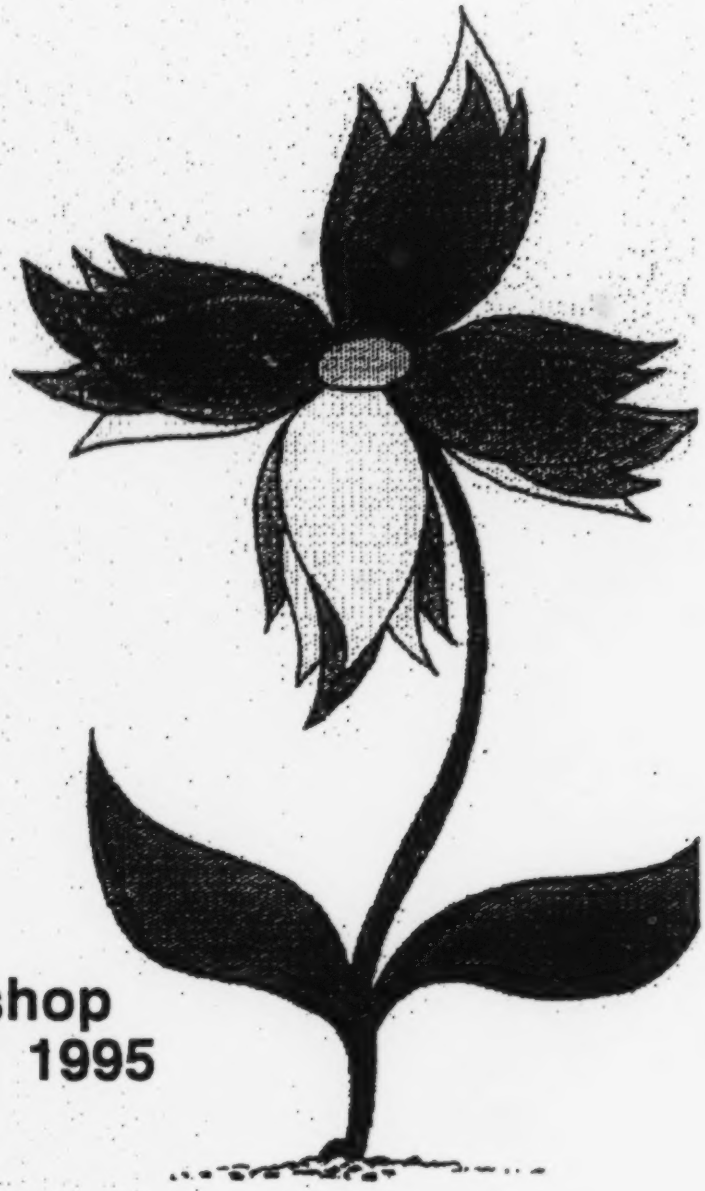
MERRY CHRISTMAS

Appendix Q

PETALS Learning Styles Workshop Handout

PETALS

PARENTS
EXPLORING
TEACHING
AND
LEARNING
STYLES



Parent Workshop
November 30, 1995

Hoope, Michael and Jackie Savage. PETALS- Parents Exploring Teaching and Learning Styles. Chapel Hill, NC: New View Publication, 1992.

BEST COPY AVAILABLE

Overview for Parents

The PETALS program gets you, the parent, involved in your child's education. The program gives you the knowledge of how your child learns and encourages you to be a positive influence on your child.

PETALS is a system of evaluation and activities that connects you as a parent with your child's learning processes. Beginning with a simple questionnaire, you will discover your child's and your own preferred learning styles. PETALS gives you the knowledge you need to understand how your child learns. You will also discover how your own learning style influences your relationship and interaction with your child.

PETALS goes on to provide specific activities and strategies that you can use to help your child succeed and that are designed to support your child's preferred learning style. Additionally, PETALS gives both you and your child a chance to successfully explore other ways of learning.

PETALS stems from years of respected and accepted learning-style research. This program puts that research and theory into practice, inviting you, the parent, to delight again in the fascinating process of helping your child learn and grow!

Getting to Know Yourself and Your Child

Humans are basically alike. They eat, sleep, communicate, and reproduce. But they are also individuals, with unique wants and needs, unique talents and abilities. It is safe to say that no two humans are *exactly* alike. From birth—and, some experts say, even before birth—humans are constantly learning and using new knowledge.

The strategies and methods children and adolescents use to learn, however, are often quite different from those their parents use as learners. The three questionnaires in this section are designed to give you, the parent, useful information about your learning style and about the learning style of your child.

One questionnaire is for parents; two are for children of varying ages. You, or you and a teacher, will answer the questionnaires for your child and for yourself. Don't be discouraged if you find it difficult to select the best option that describes your child. Describing our own behavior is hard enough sometimes; describing the behavior of someone else—even that of our children—is often far more difficult.

If your child is fourteen or older, he or she may answer the questionnaire designed for that age group by himself/herself.

After you have completed the questionnaire for you and your child (or your child has completed a questionnaire on his/her own), there is a scoring sheet at the end of the section that will help you identify what color "petal" you and your child are.

Don't be disappointed if you do not have the same, or even close to the same, learning style. It may help to think back to your own parents and how different you were from them at your child's age. There are no right or wrong answers or learning styles. It is possible that parents and children will have quite different learning styles. What is important is that we understand, accept, and appreciate those differences.

A good basketball team has players who are all different. Some are tall; some are short; some are good passers and rebounders; others are good shooters and good defenders. Their strength, as a team, is in their differences, and how those differences contribute to the team's overall success.

How dull life would be if we all liked the same things! How dull life would be if we were all the same!

Questionnaires for Parents and Student

Introduction

Over their lifetime, people develop different ways of acting in and learning about the world around them. These questionnaires are designed to help you discover your own and your child's preferred way of learning and dealing with ideas and situations. Understanding how you learn will help you to better select learning experiences that suit your own and your child's style(s).

Instructions

Listed on each questionnaire are fifteen statements. Each statement has four different endings. For each statement, decide how well each of its four endings describes you. Write a "7" in the box of the description that **best** describes the way you act in or learn about the world; write a "4" in the box of the description that **second best** describes you; write a "2" in the one that **next best** describes you, and write a "0" into the box of the statement that is **least** like you.

For example:

When I learn I am . . .	imaginative	inquisitive	practical	dynamic
	4	*7*	*2*	*0*

In this example, the term "inquisitive" would have described you **best** as a learner, "imaginative" **second best**, "practical" **next best**, and "dynamic" the **least**.

DESCRIBES YOU **BEST** = *7 points*
DESCRIBES YOU **SECOND BEST** = *4 points*
DESCRIBES YOU **NEXT BEST** = *2 points*
DESCRIBES YOU **LEAST** = *0 points*

As you go through each of the 15 statements on the next page, you will notice that the choices among the four endings may not always be as clear-cut as you would like them to be. Do not worry about this. Try to follow your first impulse or impression as you choose among them. Keep in mind that there are no right or wrong choices. All of them are equally acceptable.

Once you have determined your preferred learning style(s), complete the questionnaire for your child. If your child is fourteen or older, he/she may complete the questionnaire designed for that age group on his/her own.

Recall that the purpose of these questionnaires is to identify the ways both you and your child act in or learn about the world, not to test learning abilities. Choose among the four endings of each statement to describe how you and your child really learn about the world, not how you feel you or your child *ought* to be learning. If your child is answering his/her own questionnaire, also remind him/her of these points.

Now let's look at the questionnaires.

Questionnaire for Parents

SCORING KEY: Describes You Best = 7 points; Second Best = 4 Points; Next Best = 2 points; Least = 0 points

1. I act . . .	when I feel ready	after I consider advantages and disadvantages	to move things along	quickly and on how I feel
2. I love to . . .	think about the meaning of life	come up with new ideas	fix or build something	tackle new projects
3. I take pride in . . .	doing a thorough job	understanding the big picture	being efficient	taking risks
4. I get bored quickly with . . .	work that isn't important to me	everyday, routine work	talking about concepts and ideas	details
5. I . . .	try to avoid mistakes as much as possible	try to follow a system to prevent mistakes	think mistakes are a waste of time	do not worry about making mistakes
6. My friends think I am . . .	thoughtful	intelligent	good at getting the job done	enthusiastic
7. I decide things by . . .	listening to my inner voice	making a list of the pros and cons	considering which choice is most practical	trying out one of the choices
8. I like to learn something new that . . .	helps me to grow, understand, or create something	increases my knowledge	gives me a practical skill	gives me a chance to do new things
9. I learn best by . . .	observing the world around me	thinking things through	solving a problem step-by-step	trial-and-error
10. I greatly admire people who . . .	are real, not phony	are intelligent	make decisions easily	take risks
11. I don't like people who . . .	are shallow	are incompetent, not good at their job	goof off	are boring
12. I would rather learn . . .	from self-discovery	by reading and talking about things	in hands-on workshops	through independent projects
13. I trust . . .	my insights	what I know	my skills	my feelings
14. I don't like it when people . . .	rush me	emotionally crowd me	interrupt me	hold me back
15. I influence others through my . . .	beliefs	logic	take-charge attitude	energy
COLUMN TOTALS FOR ALL 15 ITEMS Sum across must add up to 195.				
	Green Petal	Blue Petal	Yellow Petal	Red Petal

Questionnaire for Child: Age 6-13

SCORING KEY: Describes Your Child Best = 7 points; Second Best = 4 Points; Next Best = 2 points; Least = 0 points

1. His/her favorite teacher . . .	is understanding	is intelligent	is organized	is fun
2. He/she learns best by . . .	listening and sharing	thinking about ideas and facts	doing things step by step	trial-and-error
3. He/she is most interested in learning something new if . . .	it is important to him/her	it challenges his/her curiosity	it helps him/her solve a real-life problem	it allows him/her to work on a real-life challenge
4. He/she learns best from . . .	personal experiences and activities	books, experts, and facts	step-by-step instructions	actually doing things
5. When tackling a new task, he/she . . .	doesn't want to fail	wants to figure it out	wants to get it done	wants to succeed
6. He/she learns best in a situation that. . .	lets him/her make the rules	has clear rules and goals	has clear rules and is well-organized	has few rules and a lot of activity
7. He/she is best at. . .	understanding his/her own and others' feelings	knowing and understanding things	setting and reaching goals	adapting to new situations
8. When choosing between two attractive activities, he/she . . .	picks the one that feels right	thinks about the advantages and disadvantages	chooses the most useful one	tries out one of them
9. When asked to complete a chore on time, he/she . . .	does it at the last minute	makes a plan to do it	does it immediately	forgets to do it
10. When playing with friends, he/she. . .	watches and follows	asks about what games will be played	just wants to play	is the center of attention
11. When with adults, he/she . . .	wants to quietly listen	wants to be involved in the conversation	wants them to help him/her make something	wants them to entertain him/her
12. He/she wants to be liked for . . .	who he/she is	what he/she knows	what he/she has done	how much he/she has tried
13. He/she . . .	has a good imagination	asks a lot of questions	is practical	has a lot of energy
14. He/she . . .	is insightful	knows a lot	can do things well	is fun
15. He/she needs . . .	peace and harmony	to understand things	to do things exactly right	the freedom to try different things
COLUMN TOTALS FOR ALL 15 ITEMS Sum across must add up to 195.				
	Green Petal	Blue Petal	Yellow Petal	Red Petal

What Does It All Mean?

I'm a green learner, my daughter is a blue. I'm a yellow learner, my son is a red. What does it all mean?

The four colors of PETALS represent four different approaches to learning. One "petal" is not better than another "petal." Green is not better than red. Yellow is not better than blue.

There are, however, very distinct differences in how different PETALS prefer to learn. Thus, a yellow "petal" might enjoy being in charge of planning a picnic, while a red "petal" might prefer to draw up a list of games to play at the picnic.

This section of the workbook describes ways that each of the PETALS—Green, Blue, Yellow, or Red—learn best and how each petal's needs are expressed in everyday life.

To understand your own and your child's questionnaire scores, first read the description of your main "petal" (the color with the highest number of points). Then read about your second preference. If they describe you closely, read the description of the combination of these styles. If you continue to see yourself and your own child in these descriptions, your PETALS scores clearly point to the ways you and your child prefer to learn.

If you do not believe your own or your child's scores reflect your preferred learning styles, read the other PETALS descriptions. These may be a better summary of how you or your child learn. You may then want to look at the choices you made in the questionnaire. Their meanings may have become clearer to you and you may answer them differently now. If this is the case, use your new PETALS scores to identify your own and your child's preferred learning styles.

You may want to ask your child's teacher or others how they see you or your child as learners. Encourage them to complete the questionnaire with either you or your child in mind. Then discuss differences and similarities in your answers. This will sharpen your understanding of your own and your child's learning style(s).

Green PETALS: The Imaginative Learner

Summary Description

Individuals who prefer this learning style place themselves at the center of learning about the world. They need to personally experience what is to be learned—by being it, feeling it, and thinking about it. Their learning is subjective, value-driven, and experiential in nature. It involves a lot of personal interaction when they consider it important. They search for personal meaning and uniqueness, are interested in people, and tend to be imaginative and feeling-oriented.

Green PETALS Learn Best From . . .

. . . personal experiences and activities. They love talking or playing with a friend, pursuing a hobby or interest, and listening and sharing with others. They explore questions that help them understand themselves and others. Green PETALS grow and understand by touching, feeling, creating, and being personally engaged in something that matters to them. Green PETALS are usually happiest when doing some individual work that involves personal values.

Green PETALS Learn Best By . . .

. . . quietly and carefully observing the world around them. They constantly look for connections and relationships among different observations to see the meaning behind them. They delight in brainstorming, "hands-on" learning, and activities that allow them to reflect on their personal meaning. "Going through the process" is often more important to Green PETALS than the final results.

Green PETALS Are Best at . . .

. . . understanding themselves and others "deep-down" and expressing themselves artistically. Their ability to understand others provides them with insights into the thoughts and values of people around them. Their creativity helps them to make sense of disconnected or unclear information and express it artistically. Green PETALS are very good at asking, exploring, and expressing "why" things are the way they are.

Green PETALS Prefer Learning Situations Which . . .

. . . are unstructured and open-ended. They work best in small groups that allow them to share thoughts and feelingS with others. Time alone to create and explore is special to them. Green PETALS cherish time to reflect and understand before they are asked to share their ideas.

Green PETALS Are Attracted to Learning Something New If . . .

. . . it helps them grow, understand, or create something. They need to want to learn before they become fully involved. Green PETALS want to focus on learning about fewer things. However, they learn in greater detail about subjects which do interest them.

Green PETALS Decide Something . . .

. . . by wanting to know first what it means personally to them. They listen with an open mind and inform themselves fully. They need time and want to "talk it over" with someone. After that, Green PETALS listen to their "inner voice," and decide based on what feels right or makes the most sense.

Green PETALS Relate to Others in Their Age Group . . .

. . . in a quiet, friendly way. They are appreciated for their concern for others and their deep convictions. They have little wish to impress or dominate, and enjoy few, but intimate, friendships. They are seen as cooperative, considerate, and helpful. At times, they are somewhat "hard to read." Green PETALS see themselves often in the role of the peacemaker.

Green PETALS Relate to Authority . . .

. . . with respect and consideration when these are earned. They are perfectly willing to challenge authority—or any rule or expectation—when they feel that it threatens a deeply cherished belief or value that they hold. They like independence and self-reliance. Green PETALS make for reluctant followers.

Green PETALS Experience Conflict . . .

. . . as an attack on their self and self-esteem. When conflict occurs they act with strong emotions, and need time to work through them. They find it difficult to separate their own self from the negative criticism they may have experienced. Green PETALS need harmony and acceptance to be at their best.

Green PETALS Want to Be Loved for . . .

. . . who they are. They delight in being appreciated for their uniqueness. They expect others to see through their somewhat quiet and reserved exterior and discover their deep inner thoughts, feelings, and compassion. Green PETALS need unconditional love.

Blue PETALS: The Inquisitive Learner

Summary Description

Individuals who prefer this learning mode want to understand the world around them. They are eager to gather information and knowledge. Their emphasis is on understanding the assumptions, principles, and laws of the world. They prefer facts and logical models. Their learning is characterized by an interest in understanding and creating ideas and abstract concepts. They shy away from emotional involvement when learning. These individuals tend to be more intellectual and thinking-oriented.

Blue PETALS Learn Best From . . .

. . . facts, ideas, and theoretical models. They love learning from books, films, experts, or lectures about the true relationships and meanings of things. They delight in discussions, complete analysis, and abstract ideas. Blue PETALS love gathering facts and ideas and becoming knowledgeable about the world.

Blue PETALS Learn Best By . . .

. . . thinking things through. They carefully observe and then organize, classify, and categorize what they have seen or heard into something that has meaning to them. They focus on the relationships and logical properties of events and ideas, and try to identify what they have in common. Blue PETALS need to reflect on and think through the world around them to make logical sense of it.

Blue PETALS Are Best at . . .

. . . organizing information about the world into general principles and logical models. They often have intuitive insights into the true relationships and meanings of things—regardless, at times, of whether these insights go against commonly held beliefs. Their goals are to deeply understand information and to see the "forest before the trees." Blue PETALS are very good at asking and answering the question, "What makes the world turn?"

Blue PETALS Prefer Learning Situations Which . . .

. . . are structured and have clear goals. They want someone to provide guidance, expertise, and intellectual excitement. They work hard as long as their intellectual curiosity is satisfied. They prefer lectures, presentations, and discussions over small group work or "hands on" learning. Blue PETALS want time to reflect and think things through before being asked to provide answers.

Blue PETALS Are Attracted to Learning Something New If . . .

. . . it helps them increase their intellectual ability and knowledge. They delight in non-routine tasks that challenge and nourish their curiosity about the world. Blue PETALS love challenging problems that call for original insights.

Blue PETALS Decide Something . . .

. . . by looking at facts, selecting standards, and weighing costs against benefits. They base their decision on a rational analysis of the alternatives at hand. They take their time and gather additional information that they believe is necessary. Blue PETALS seek to decide things systematically and rationally.

Blue PETALS Relate to Others in Their Age Group . . .

. . . in a quietly capable way. They are appreciated for their intelligence and knowledge. This in turn helps them make their wishes clear to others. They are seen as fair, open-minded, and, at times, as somewhat unemotional. Blue PETALS often see themselves in the role of the intellectual leader.

Blue PETALS Relate to Authority . . .

. . . with a matter-of-fact attitude. They only care to challenge it when those in positions of authority act "stupidly." They like to be left alone to pursue their own interests. Blue PETALS make for critical followers.

Blue PETALS Experience Conflict . . .

. . . as a form of misinformation or misunderstanding. They seek to provide the "missing data" to rationally resolve it. They act confused and UNCOMFORTABLEt when the other person acts emotionally. Blue PETALS need clarity and rationality to be at their best.

Blue PETALS Want to Be Loved for . . .

. . . what they know. They desire to be appreciated for their intellectual ability. Yet, they also hope that others see through their intellectual preoccupations and discover their other human needs. Blue PETALS strive for recognition of their intellectual creativity.

Yellow PETALS: The Practical Learner

Summary Description

Individuals who prefer this learning mode want to learn how things work and can be applied. They thrive on hands-on experiences that let them solve practical problems and create things of practical use. The emphasis is on gaining skills. Their learning is characterized by a desire for efficient results. These individuals tend to be technically oriented and less interested in social and personal (interpersonal) issues.

Yellow PETALS Learn Best From . . .

. . . facts, practical models, and hands-on experiences. They love to learn from practitioners, how-to-do books, manuals, or show-and-tell about how to do things. These PETALS grow and understand by using principles from physics, chemistry, or other physical sciences to make things work. They delight in getting involved in projects and turning them into something useful. Yellow PETALS thrive on the practical application of ideas.

Yellow PETALS Learn Best By . . .

. . . rational, step-by-step problem solving. They carefully decide what they want to do, select the best route for achieving it, and systematically complete it. They measure, experiment with materials or ideas, and pay great attention to the details of the task. Yellow PETALS love to learn by producing something or gaining a skill they can use.

Yellow PETALS Are Best at . . . 122

. . . setting goals and achieving them. Their great ability for well thought out plans, order, and efficiency enables them to tackle many problems and get involved in a lot of activities. They are disciplined and aware of time, schedules, and details. Yellow PETALS are very good at figuring out "how things work" and taking care of them as needed.

Yellow PETALS Prefer Learning Situations Which . . .

. . . are structured and well organized. They want clear instructions and assignments. These PETALS prefer questions that allow for clear-cut answers. They are capable of great concentration if there are few disruptions and if they are seeking practical solutions. They prefer project work, quizzes, expert illustrations, and skill practices over theoretical discussions or reading assignments. Yellow PETALS love to learn by applying things.

Yellow PETALS Are Attracted to Learning Something New If . . .

. . . it helps them gain a practical, useful skill. They want to know what it can do for them or how it may pay off later in life. Yellow PETALS delight in learning more about how things work.

Yellow PETALS Decide Something . . .

. . . by thinking about the usefulness of the alternatives at hand. They gather specific information and try out several of the alternatives against the results they want to achieve. Then they compare the advantages and disadvantages of each. Making decisions comes easy to them, since they are goal-oriented and want to see results. Yellow PETALS are very good at making practical, fair, and reasonable decisions.

Yellow PETALS Relate to Others in Their Age Group . . .

. . . in a take-charge way. They are appreciated for their common sense and their ability to get things done. They are seen as outgoing, straightforward, and forceful. Their take-charge approach makes them come across, at times, as bossy or impersonal. Yellow PETALS often see themselves in the role of taskmaster.

Yellow PETALS Relate to Authority . . .

. . . with great respect and loyalty. They are comfortable with rules and a clear chain of command. They appreciate the order and efficiency that those provide. Yellow PETALS make for active followers.

Yellow PETALS Experience Conflict . . .

. . . as a problem that keeps them from achieving their goals. They actively search for practical and commonsense solutions to it. They prefer to deal with it impersonally to avoid the discomfort and confusion that emotions may create when not kept under control. Yellow PETALS seek a matter-of-fact approach to be at their best.

Yellow PETALS Want to Be Loved for . . .

. . . what they have accomplished. They like to be appreciated for their achievements and practicality. They strive for recognition of real accomplishment or results. Yellow PETALS delight in praise of their skillfulness and ability to make good decisions.

Red PETALS: The Dynamic Learner

Summary Description

Individuals who prefer this learning mode are eager to try things out by getting involved in new experiences. Their greatest strengths are seeking and acting on opportunities, pursuing them with vigor, and influencing others through their enthusiasm. Their emphasis is on experiencing the world around them to the fullest, taking risks, and taking action. Their learning is characterized by an intuitive trial-and-error approach with the ability to quickly adjust to changing circumstances. These individuals learn best through interacting with other people.

Red PETALS Learn Best From . . .

. . . real-world, first-hand experiences. They love getting actively involved in the world around them, doing things with a variety of people, living new experiences, and turning things into something new. "Life—be in it" is their motto and the key to their growth and understanding. Red PETALS delight in fully and directly exploring their world.

Red PETALS Learn Best By . . .

. . . intuitive trial-and-error. They love to jump into action, sorting out things as they go along. They rely heavily on input from other people rather than on their own analytical ability. They experiment, try different things, or "test the air," and are perfectly willing to discard a commonly held belief or principle if it does not fit their own experience. Red PETALS learn through actions.

Red PETALS Are Best at . . .

. . . adjusting quickly to changing circumstances. They are "wired" into the world around them and readily accept things as they are. They understand what is needed at the moment and quickly act upon their insights to offer a solution that satisfies most everyone. They "have a nose" for opportunities, and are contagious in their energy and enthusiasm as they pursue them. Red PETALS are very flexible and realistic people and great negotiators.

Red PETALS Prefer Learning Situations Which . . .

. . . are unstructured and allow for a lot of active involvement. They thrive on real-world projects, independent studies, interactive group work, and outdoor activities. They want quick feedback and short time-lines for completion of tasks. Red PETALS love to learn by doing.

Red PETALS Are Attracted to Learning Something New If . . .

. . . it offers a new challenge or the promise of success. They want it to be fun and to offer them the opportunity to turn a "profit" or create something new. Red PETALS delight in opportunities to do different things or to do things differently.

Red PETALS Decide Something . . .

. . . by trying it out. They quickly "make up their mind" by trusting their instincts. They are open to others' suggestions and opinions. Impersonal facts and data are often ignored. Red PETALS make decisions easily and quickly.

Red PETALS Relate to Others in Their Age Group . . .

. . . in a very outgoing and personable way. They are appreciated for their friendliness, enthusiasm, and "fun." They are seen as easy-going and open-minded. Their levels of involvement and energy make them appear impatient or pushy at times. Red PETALS often see themselves in the role of the "life of the party."

Red PETALS Relate to Authority . . .

. . . with consideration or disregard. They accept it as a natural part of the environment in which they live. They ignore it when it stifles their energy, keeps them from pursuing their own goals, or locks them into boring, unrewarding tasks. Red PETALS make for considerate followers (or no followers at all).

Red PETALS Experience Conflict . . .

. . . as a personal attack. They feel hurt when in conflict and try to deal with it as quickly as possible. They express themselves openly and forcefully, get involved in fun activities, or avoid the source of conflict altogether. Red PETALS need friendships to be at their best.

Red PETALS Want to Be Loved for . . .

. . . what they have attempted. They like to be appreciated for their energy and risk-taking. They strive for concrete, personal success. Red PETALS like recognition of their flexibility and social skills.

How Can I Make a Difference for My Child? 127

Parents are the first and most important teachers any child has. Good parents are good teachers.

Being a good parent doesn't mean you have to be an expert in child psychology. In fact, most good parents aren't.

Being a good parent has never been easy. Today it is harder than ever. But all good parents share one thing in common: they know and accept the **needs** of their children, and they support them and guide them in ways that will help them become successful adults.

PETALS will give you a better understanding of your child and what he or she needs to become a successful learner and adult.

Once you have a better understanding of both your own and your child's dominant learning styles, begin to observe yourself and your child more closely. Talk about what you see with your child and your child's teacher. In the process, you will sharpen your awareness of your own and your child's learning styles.

But PETALS can do much more than this. PETALS can give you the knowledge and skills to help your child become a better learner—a successful learner.

This section of the guidebook describes strategies and suggests activities that you, as a parent, can use to work with your child.

To discover the ways in which your child and you, the parent, learn is exciting—surpassed only by the excitement of helping your child blossom to the "full flower" he or she can be. This requires you to be a good "gardener" who gives your child what he or she needs to learn and grow.

The following Helping Strategies offer you guidance in how to succeed in this effort. Keep in mind that your child will grow best if you build on his/her strengths, likes, preferences, and needs. But remember that your child also has other "shades of color" that need to be nourished.

Begin by encouraging your child to use his or her preferred learning style(s) when doing homework or learning a new skill. Be careful not to impose your own preferred learning style on your child in these situations.

As your child becomes more comfortable and successful in doing schoolwork and learning new skills, encourage approaches that your child rarely uses. Remember that you want your child to be able to call upon any of the four learning styles whenever necessary.

At the same time, allow yourself to try new approaches in your own learning style(s). As you use the following Helping Strategies with your child, you will discover that you and your child increasingly enjoy learning and doing things together.

Examples of What to Do for Your Green Petal Child

- Create an open learning climate which allows personal creativity and exploration.
- Relate learning of skills to your child's personal world.
- Give personal meaning to information and data.
- Allow time for insights and learning to sink in.
- Provide interaction, counsel, listen, and share.
- Allow him/her to express himself/herself through art and interpersonal communication.
- Allow him/her to experience first—provide a learning process for understanding later.
- Explain the "why" of learning.
- Allow for time alone.
- Don't demand an open expression of affection or gratitude (be accepting when your child *wants* to give it).
- Encourage self-exploration, brainstorming, and one-on-one discussion.
- Suggest writing a diary or journal.
- Interact and share.
- Ask your child to create a picture (on paper or in his/her head) of a concept or idea.
- Discuss feelings.
- Use poetry, rhymes, and musical sounds.
- Point out how he/she will personally benefit from learning.
- Go on trips.
- Encourage imagination, innovation, and sensitivity.
- Engage him/her in skits.
- Let your child dress up as someone he/she wants to be (acting it out).
- Raise questions of personal importance.

Examples of Key Strategies for Helping Your Green Petal Child

How to get your child interested?	➲ "You will like it."
How to encourage your child?	➲ "Experience it!"
What question to ask?	➲ "What does it mean to you?"
How to help your child decide?	➲ "Listen to your 'inner voice.' "
What learning experiences to provide?	➲ Personal experiences, self-discovery, and time
How to gauge learning outcome?	➲ "Is it meaningful to you?"
How to recognize your child?	➲ "It is very insightful."
How to support your child?	➲ "I will stand by you."
What to give your child?	➲ Unconditional love and harmony
What strengths to emphasize?	➲ Imagination and insight

Examples of What to Do for Your Blue Petal Child

- Help your child look at the pros and cons of an issue and then find solutions.
- Help him/her explore and see connections.
- Provide readings, videos, and documentaries.
- Share information and knowledge.
- Expose him/her to existing bodies of knowledge such as those found in resource centers and libraries.
- Offer models, classifications, categories, and experimental and scientific data.
- Let him/her design experiments.
- Let him/her break things down, analyze them, cut them up, dissect them, and help him/her put them back together.
- Use encyclopedias.
- Go with him/her to museums, libraries, expert presentations, and lectures.
- Encourage systematic problem-solving.
- Let him/her organize new information.
- Give him/her time to watch and listen.
- Help him/her combine different observations into a clear and understandable model.
- Explain historical dates, new terms, vocabulary, and new information.
- Encourage reports, essays, and summaries.
- Emphasize quality of understanding.
- Let him/her think new information through.
- Answer and raise many questions about facts and ideas.
- Let him/her read critically and analytically.

Examples of Key Strategies for Helping Your Blue Petal Child

How to get your child interested?	➲ "You will learn something."
How to encourage your child?	➲ "You will understand it."
What question to ask?	➲ "What have you learned?"
How to help your child decide?	➲ "Think it through carefully."
What learning experiences to provide?	➲ Expert presentations, discussions, readings
How to gauge learning outcome?	➲ "Is it intellectually sound?"
How to recognize your child?	➲ "Good thinking."
How to support your child?	➲ "I'll help you find the information."
What to give your child?	➲ Intellectual stimulation and fairness
What strengths to emphasize?	➲ Curiosity and knowledge

Examples of What to Do for Your Yellow Petal Child

- Offer hands-on, do-it-yourself instructions.
- Let him/her fix things.
- Explain how something works.
- Offer puzzles.
- Let your child build things (precisely, according to instructions).
- Provide a lot of facts and information.
- Schedule activities and trips.
- Encourage memorizing facts, historical data, etc.
- Ask for step-by-step problem solving.
- Encourage him/her to join boy/girl scouts or junior league.
- Make a computer available.
- Provide step-by-step coaching of skills.
- Let your child get involved in many different activities.
- Offer him/her opportunities to be in charge.
- Develop self-initiative and assertiveness.
- Provide workbooks or coloring books.
- Encourage quality of construction.
- Let him/her invent something.
- Encourage your child to find a "better way" to do something.
- Provide clear goals.
- Ask your child to set his/her own goals and then plan how to achieve them.
- Allow your child to participate in the decision-making process.

Examples of Key Strategies for Helping Your Yellow Petal Child

How to get your child interested?	➲ "You will be able to use it."
How to encourage your child?	➲ "Apply it!"
What question to ask?	➲ "How does it work?"
How to help your child decide?	➲ "Solve it."
What learning experiences to provide?	➲ Practical applications, workshops, active problem-solving
How to gauge learning outcome?	➲ "Does it work?"
How to recognize your child?	➲ "Great job."
How to support your child?	➲ "I'll tell and show you."
What to give your child?	➲ Respect and guidance
What strengths to emphasize?	➲ Practicality and skills

- Help him/her experiment with different ways of doing things.
- Allow for self-discovery.
- Let him/her shine.
- Let him/her touch, see, hear, smell, and taste.
- Let him/her "test the air" and try new things.
- Allow for casual, unstructured learning.
- Let him/her learn with and from friends.
- Let your child do his/her own project.
- Allow for problem-finding.
- Accept your child's focus on him/herself.
- Let him/her do it differently.
- Give your child choices.
- Encourage a take-charge attitude.
- Let him/her plan own activities.
- Let him/her work on and complete projects.
- Encourage independent learning.
- Ask for quality, participation, and cooperation in activities.
- Let him/her "mess around" with a task or activity.
- Let him/her explore what he/she can do with something, such as promote or sell it.
- Allow for risk-taking.
- Let him/her be an "entrepreneur."
- Challenge him/her to combine school learning with personal experiences.

Examples of Key Strategies for Helping Your Red Petal Child

How to get your child interested?	➲ "You'll have fun."
How to encourage your child?	➲ "Try it!"
What question to ask?	➲ "How is it going?"
How to help your child decide?	➲ "How does it feel?"
What learning experiences to provide?	➲ Active involvement, self-initiated projects, interaction
How to gauge learning outcome?	➲ "What has happened?"
How to recognize your child?	➲ "Nice try."
How to support your child?	➲ "I'll let you do it." (freedom)
What to give your child?	➲ Friendship and flexibility
What strengths to emphasize?	➲ Energy and enthusiasm

Appendix R

Parent Involvement Post Survey

Appendix R

Parent Involvement Post Survey

Please read and circle the answer that best applies to the way you feel about this school, staff and the practicum implementation program that you participated in over the past several weeks.

1. I come to this school for awards, chorus programs, or other activities. yes no

2. This school makes me feel welcomed. yes no

3. The school staff is warm and friendly. yes no

4. I enjoy coming to this school. yes no

5. Meeting the school staff in a relaxed atmosphere at the social time before each workshop, made me feel more comfortable and welcomed by the staff and the school. yes no

6. Since the practicum implementation, I now feel that my child needs me to be involved with his/her education. yes no

7. I feel that all three workshops were beneficial for me to feel better about helping my child at home with school work and school related activities. yes no

8. Since I participated in the practicum implementation, I feel confident helping my child with school work at home. yes no

9. I attended the computer/technology workshop. yes no

10. The computer workshop and the take home computer has helped me learn more about technology and the way that I help my child at home. yes no

11. I attended the "make and take" workshop.
yes no

12. With the knowledge I gained from the reading "make and take" workshop, I read to my child or he/she reads to me.
yes no

13. The parenting skills presented at each workshop helped me to be a better parent. yes no

14. I attended the learning styles parenting workshop.
yes no

15. The learning styles workshop helped me to know how my child learns and ways to encourage him/her.
yes no

16. Having workshops at different times helped me to come to school. yes no

17. Having personal visits from a neighborhood parent (liaison) with information about the school has made me feel less intimidated or threatened about coming to school. yes no

18. Getting personal telephone calls from school staff inviting me to school activities made me feel important to the school. yes no

19. Knowing I didn't have to worry about child care helped me to come to school. yes no

20. Knowing that I didn't have to worry about transportation helped me come to school. yes no

21. There was a translator at the workshops for parents who needed translation. yes no

22. I worked with my child on the activities in the activities backpack. yes no

23. After I received the parent-teacher conference information booklet, I attended a parent-teacher conference to discuss my child's progress at school.
yes no

24. The monthly newsletters were helpful to know what events and activities were taking place at the school and the parent tips in the newsletters were also beneficial to me. yes no

25. My child has called the After School Storyline to hear a story and I have helped my child with the activity at the end of the story. yes no

26. I have joined the PTO. yes no

27. I have volunteered in my child's class. yes no

28. Since I participated in the practicum program, I now know the importance of being involved in my child's education. yes no

29. My child's school work and/or report card has improved since I became involved with the his/her school activities.
yes no

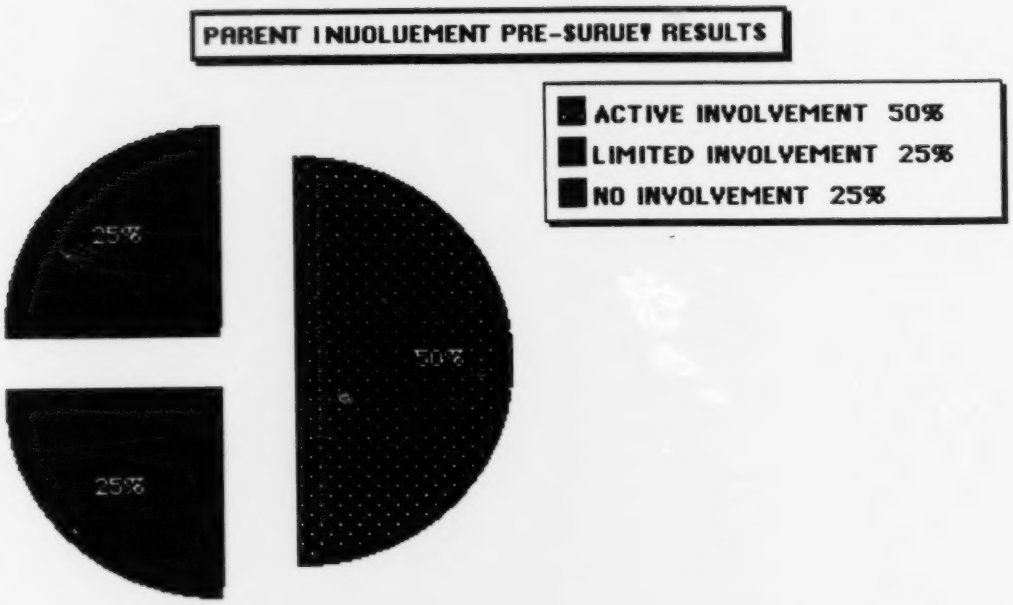
30. I am glad that I participated in this program. I now have the knowledge to be an active member at the school and with my child's education. yes no

COMMENTS:

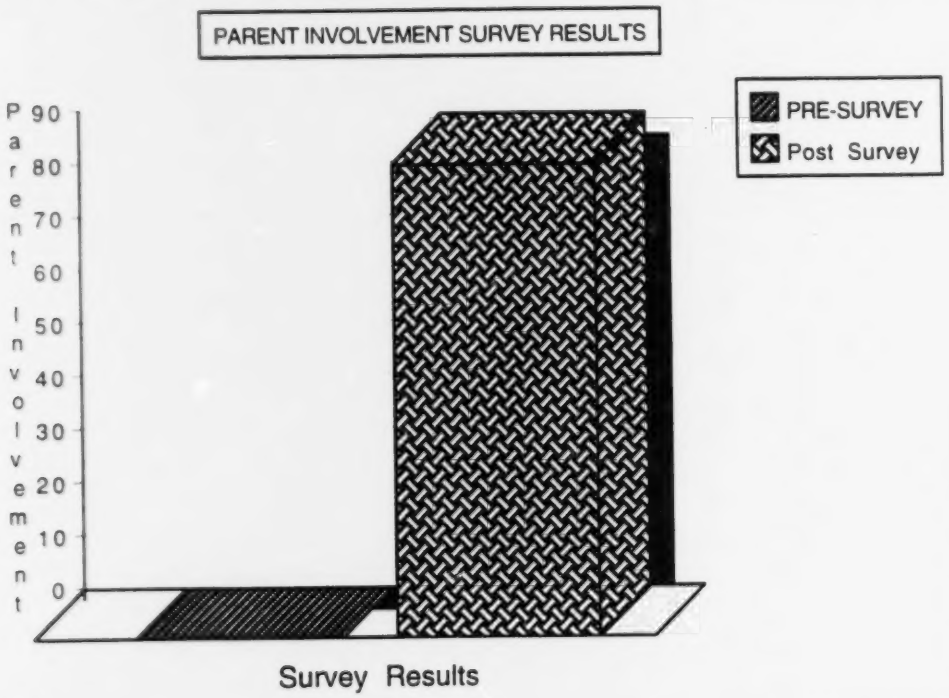
Appendix S

Results of Parent Involvement Pre and Post Surveys

Appendix S



THE GRAPH REPRESENTS THE INITIAL SURVEY OF TITLE I PARENTS.



THE GRAPH REPRESENTS THE RESULTS OF THE TARGET GROUP'S INVOLVEMENT AT THE CONCLUSION OF THE PRACTICUM.

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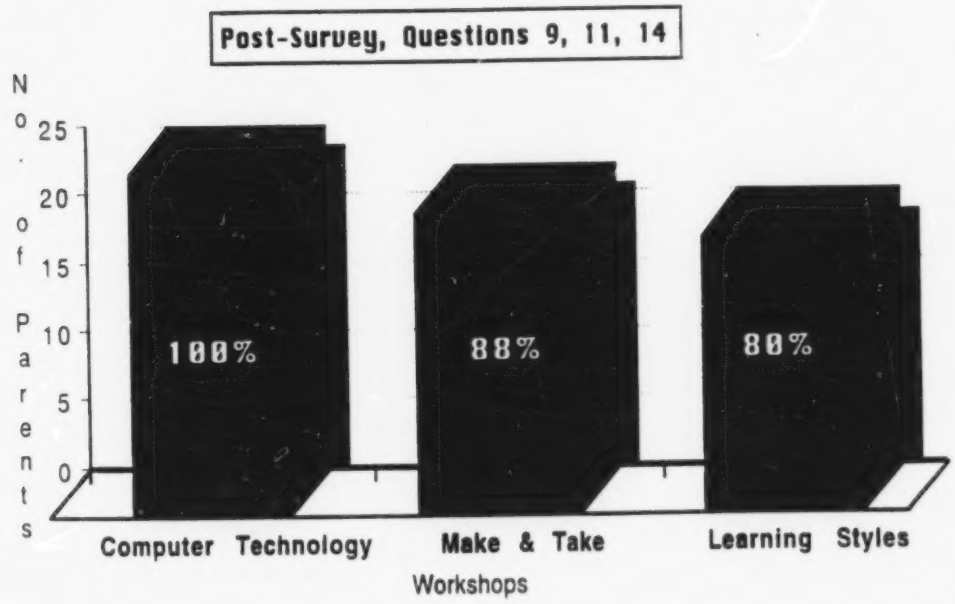
Appendix T

Workshop Attendance

Appendix T

WORKSHOP ATTENDANCE



THE GRAPH REPRESENTS THE RESULTS OF THE TARGET GROUP'S INVOLVEMENT AT THE CONCLUSION OF THE PRACTICUM.

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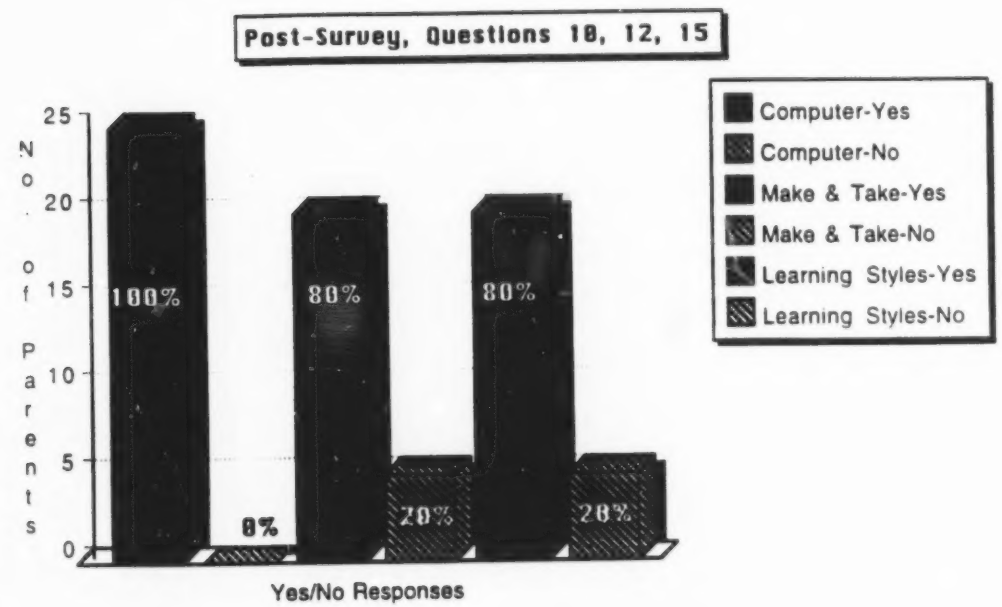
Appendix U

Parent Responses

Appendix U

PARENT RESPONSES



THE GRAPH REPRESENTS PARENT RESPONSES THAT FOUND THE WORKSHOPS BENEFICIAL TO HELPING CHILDREN WITH SCHOOL ACTIVITIES.

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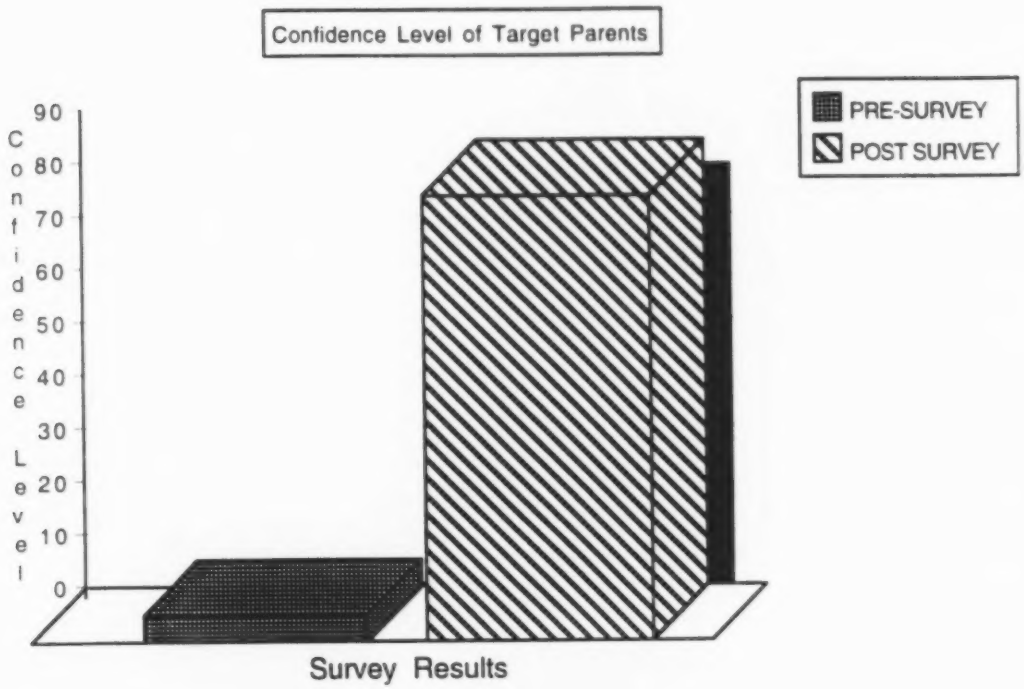
Appendix V

Confidence Level of Target Parents

Appendix V

CONFIDENCE LEVEL OF TARGET PARENTS



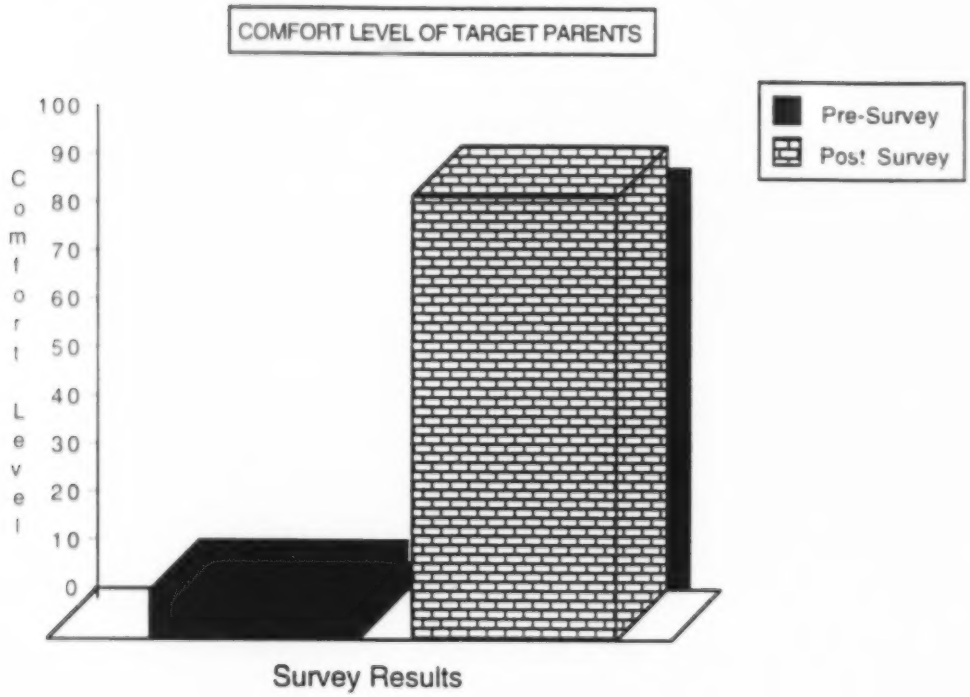
THE GRAPH REPRESENTS THE COMPARISON OF THE PRE AND POST SURVEY CONFIDENCE LEVEL OF THE TARGET PARENTS.

Appendix W

Survey Results of Comfort Level of Target Parents

Appendix W

SURVEY RESULTS



THE GRAPH REPRESENTS THE TARGET PARENT'S LEVEL OF COMFORT AT THE TARGET SCHOOL.